July, 1956

The American School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

The Four Quarter Plan
Clyde L. Ogden

School Efficiency
C. E. Ratliff, Jr.

Williamsburg Junior High School

(Safety in the School—Rathbun page 33)

all set for high scores
in classes and sports with

Guth school lighting

Baseline Jr. High School
Boulder, Colo.

GYM: Guth Gym Lights
(high bay and low bay)

CLASSROOMS: GuthLite, Jr.®

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They wanted the best of everything for the students at Baseline Junior High. They chose Guth Lighting for every room from library to gym.
What a sight for young eyes!

Guth-Light helps make school days happy days—more "A's"—more baskets! Less fatigue from eyestrain—a brighter future with normal vision protected.

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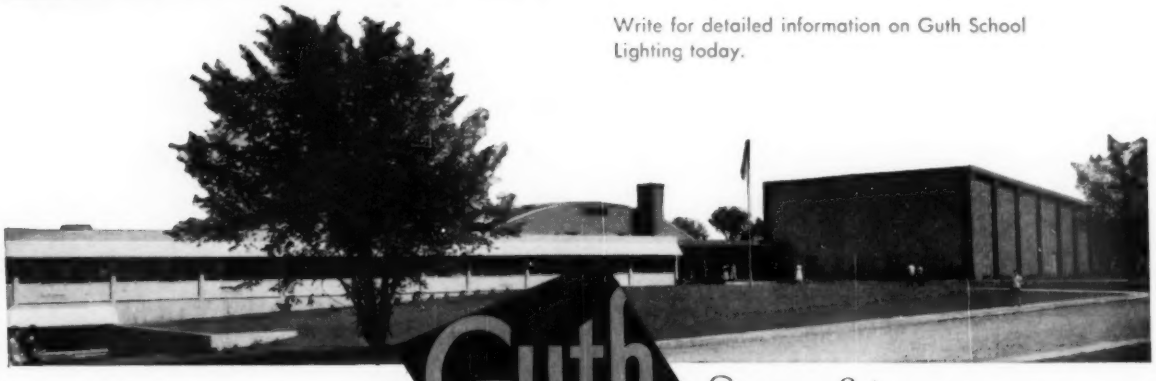

Guth

Leaders in Lighting Since 1902

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THE VAST MAJORITY OF THE NATION'S FINE BUILDINGS ARE SLOAN EQUIPPED

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SLACK W. WINBURN
resident architect

UTAH CONSTRUCTION COMPANY
general contractor

LARSEN & COMPANY
plumbing contractor

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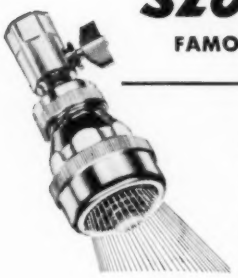
plumbing wholesaler

FIRST SECURITY BANK, *Salt Lake City, Utah.*
The main banking room is richly adorned by Rouge-Royal marble, a harmonizing terrazzo floor and accents of satin finish aluminum.

BUILT TO RESIST SEISMIC FORCES

• The designers of Utah's first "skin-type" building went all out in creating an ultramodern banking home with tremendous resistive strength cloaked by an exterior of sparkling, colorful beauty. To endow the new 2½-million-dollar FIRST SECURITY BANK building, Salt Lake City, with strength to resist seismic forces the steel shell of the structure was filled with concrete. Then exterior wall panels of rust-tone porcelain and aluminum, filled with insulation, were anchored to the rigid frame. Tinted glass in east and west windows and aluminum awnings on the south reduce the sun's heat and glare. Interior walls are plaster. The plenum type ceiling on the banking floor admits conditioned air. Ceilings on upper floors are acoustical plaster, with air-conditioning fixtures. The largest safe deposit vault in the state is located on the lower floor. On the east street level are four drive-in windows which feature gull-wing canopies. In this praiseworthy building, as in thousands of others, SLOAN *Flush* VALVES are installed throughout.



SLOAN *Flush* VALVES

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Write for completely descriptive folder

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That's because extra care has been taken in the design and manufacture of American Seating Bodiform full-upholstered auditorium chairs. They are designed as complete units – are not just a hodgepodge of seats, backs and standards. Skilled workmanship and high quality are reflected in every feature of these attractive chairs.

For example, seats with spring-arch construction assure restful sitting through years of hard use; automatic, silent, ¾-safetyfold seat action allows more room for passing – easier housekeeping. Matchless comfort is provided by the body-fitting contours of the chair backs. What's more, the fabric upholstery makes an important contribution to good acoustics.

American Seating offers the most complete line of school furniture and auditorium chairs on the market, with the greatest use-values in every price class. More schools buy American Seating products than any other make – consequently, more students go to school to the comfort and good posture of American Seating equipment than to any other type or make. Write for our newest literature.

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THE AMERICAN
School Board Journal
A Periodical of School Administration

July, 1956

VOL. 133 NO. 1

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WILLIAM C. BRUCE, Editor

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Ceiling of SUNLIGHT

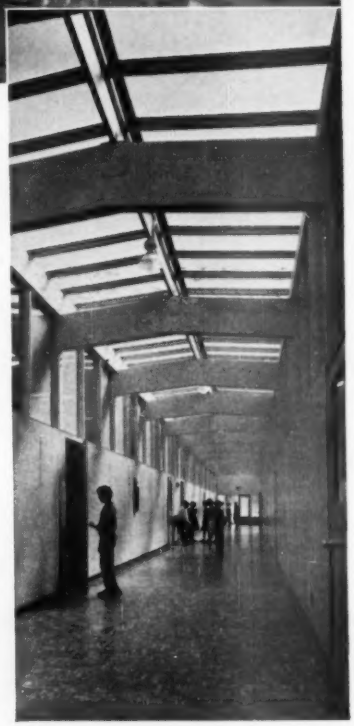
School Skylights of COOLITE Wire Glass Keep Interiors Bright and Cheerful

NORMANDY PARK ELEMENTARY SCHOOL,
Seattle, Washington

Architect:	Waldron & Dietz
Photographer:	Dearborn-Massar

Because of its very pleasant flood of light, Coolite Wire Glass, skylighting the Normandy Park Elementary School corridor in Seattle, Washington, has excited more comment than any other space in the school, relate Waldron and Dietz, Architects. This cheery glow of softened, diffused daylight is borrowed by adjoining rooms providing extremely high levels of glare-free, natural illumination. The glass creates an open, airy atmosphere and appears as clear, blue sky even on overcast days. The same Coolite Wire Glass is used in the multipurpose room. Mr. Waldron reports that "it has proven entirely satisfactory for elementary school use... direct light of this variety is desirable because it is pleasant and cheerful."

Coolite removes the harmful qualities of "raw" sunlight, helps students see better, work better, feel better. Coolite permits use of large areas of glass without undue heat and discomfort, makes rooms appear larger, friendlier.



Translucent, light diffusing glass by Mississippi for better daylighting is available in a wide variety of patterns and surface finishes to fit any need within any school budget. Take advantage of Mississippi's wide experience. The company conducts a continuing study of school illumination in an experimental school building constructed on factory grounds. Its technicians are ready to help you with your daylighting problems.

Write today for free copy, "Better Daylighting For Schools". Address Dept. 14.

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Sweet's

WORLD'S LARGEST MANUFACTURER OF ROLLED, FIGURED AND WIRED GLASS

"All Aboard"

New Executive Secretary for the N.S.B.A.

EDWARD M. TUTTLE

W. A. SHANNON

Teacher, principal, superintendent, Bill Shannon brings a well-rounded background into the post of executive secretary of the N.S.B.A.

On July 1, W. A. Shannon began his services as executive secretary of the National School Boards Association, Inc. For the present, at least, headquarters will be maintained in the offices at 450 East Ohio Street, Chicago 11, Ill., which I opened in May, 1949, when I became the first full-time executive of the N.S.B.A. By arrangement with the Board of Directors, I am retiring from active duty, but will continue to serve the Association in a consulting and advisory capacity.

It is a pleasure to devote this article to acquainting the readers of the JOURNAL with Mr. Shannon's background and experience which qualify him so well to assume the responsibilities and opportunities of this office. In the years to come he will be working with and for the state school boards associations and through them for the community school boards of the nation. His leadership in N.S.B.A. affairs will be a large factor in determining the extent to which the National Association can contribute to the advancement of public education in America in co-operation with all other professional and lay agencies working toward that same end.

W. A. Shannon

The spirit and devotion of this man to the field of education are best expressed in something he told me on one occasion when he said: "The second year I taught, one of my greatest decisions had to be reached. I was offered double my salary plus a commission to go into business. I decided then that my life would be spent for the youth of my county, state, and nation."

This is the attitude that attracted me to Bill Shannon when he served as executive secretary of the Tennessee School Boards Association from 1949 to 1953 inclusive. He was full of enthusiasm and ideas for new approaches to interest and assist local boards. He showed a potential for growth that is the most important asset in the person who is to carry on the activities of the National School Boards Association in the years ahead. It was, therefore, greatly pleasing to me when the choice of the N.S.B.A. Board of Directors centered on Mr. Shannon and his appointment as my successor was confirmed during our annual convention in Atlantic City last February.

Early Life

Asked about his boyhood and family, Mr. Shannon supplied the following information: "I was born on a farm in Robertson County, Tennessee, on January 31, 1914, the youngest of three children and the only boy. My father raised dark-fired-tobacco, corn, hay, and cattle. When I started to high school, Dad left the farm to work as foreman for the County Highway Department. My summers during high school and for 15 months after graduation were spent as a truck driver. . . . My mother was a school teacher. I took vocational agriculture in high school and planned to prepare myself to be a teacher of vocational agriculture."

But when Bill was graduated from Greenbrier High School in 1931, conditions were such (depression and all) that he could not attend the university. So after waiting 15 months (truck driving the while) he enrolled in the Middle Tennessee State College at Murfreesboro which was only 60 miles from home. He spent the year qualifying to be a rural teacher and participating in college athletics in which he modestly reports: "I lettered in football, basketball, and baseball, as I had in high school."

The years from 1933 to 1939 were those which established Bill Shannon on his own footing. He taught during the school months and attended summer sessions at the college until he finally completed his work for the degree of bachelor of science in 1939. His teaching experience included a year in a one-teacher rural school, a year as principal and upper grade teacher in a two-teacher school, and four years as 8th grade teacher and coach in Cedar Hill High School. In 1935 Bill married Mary Helen Suter, a lifelong schoolmate who was in the class following his. He and his wife now have four fine children — Allen 14, Tim 11, John 7, and Mary 4. The family has just moved from Tennessee to a home in Glenview, Ill., a northern suburb within easy commuting distance of downtown Chicago.

Robertson County Experience

Once Shannon had his B.S. degree, he returned to Cedar Hill High School as its principal and teacher and there he spent the next seven years. In 1946 he was chosen by the Robertson County fiscal court of 40 members to be their County Superintendent of Schools. He served in this capacity for three years during which time he also did work at George Peabody College for Teachers looking toward a master's degree which he received in 1949. Bill has this to say of these years: "When teaching in Robertson County, I worked on an education project at college having to do with school consolidation for Robertson County. This became my dream which I often shared with children wherever I taught. I saw the dream realized in 1948 when six special school districts and one city merged into a single Robertson County School District. How the consolidated elementary and high schools pushed a $1,600,000 bond issue through the county fiscal court is told in a story in the January, 1949, issue of the AMERICAN SCHOOL BOARD JOURNAL."

In this same year of 1948, Bill's father died at the age of 72. His mother still lives at the home place in Greenbrier, and Bill says that "writing her on Saturday and receiving a letter each Thursday is a ritual with us."

(Continued on page 8)

THE PUBLIC WELFARE

"We need to think less about the next election and more about the next generation."

— HERBERT HOOVER

In this striking epigram, Mr. Hoover has stated a basic truth. Undoubtedly he had in mind the tremendous overemphasis given in an election year to questions of expediency and of political maneuvering which contribute little of permanent value to the nation. A like amount of public interest and energy devoted to fundamental matters of national concern could improve the patterns of the future beyond measure. Among these concerns none is of such far-reaching importance as the preparation of children and youth for honorable and effective adulthood. — E. M. T.

This fine Nebraska school gets

More classroom comfort per

Firsts in classroom comfort by Herman Nelson!

- *the first practical, high efficiency HOT WATER heating element for unit ventilators.*
- *DRAFT|STOP, the first unit ventilator to eliminate window downdrafts—without increasing heat load.*
- *LIGHT|STOP, the first accessory to adapt the unit ventilator to audio visual classrooms.*

AND NOW—

- **HerNel-Cool** *first AIR CONDITIONING UNIT designed, built and priced specifically for schools.*

Senior High School, Grand Island, Nebraska. Superintendent of Education: Dr. Earle Wiltse; Architect: F. N. McNett Company; Engineer: R. L. Fickes; Mechanical Contractor: J. L. Lingeman Company. The design resembles a human hand, with the administrative areas concentrated in the "palm" and classrooms extending down the four fingers.

BETTER AIR IS OUR BUSINES

Illinois Steam Heating Specialties

Herman Nelson Console Heaters

HerNel-Cool Air Conditioner for sch

erdollar with DRAFT|STOP!*

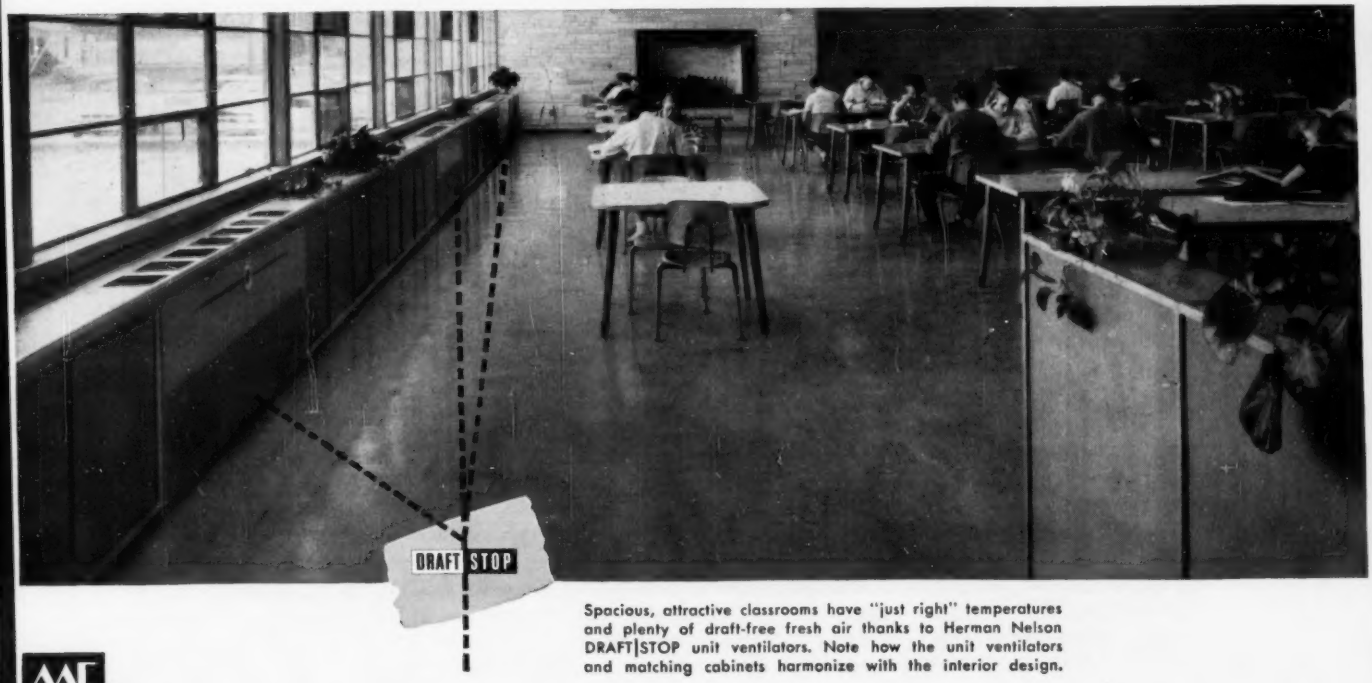
Controls drafts without added heat load

The new Senior High School at Grand Island, Nebraska is recognized as an architectural and engineering "jewel". The finest, most modern equipment combines with excellent planning to create the last word in educational facilities.

It was natural that DRAFT|STOP was selected for the all-important job of cooling, heating and ventilating the classrooms. DRAFT|STOP heats only when heat is necessary . . . *saves* fuel when it is not. It controls downdrafts without added heat load. It's unique design provides a constant supply of properly *heated* or *cool* fresh air . . . automatically compensating for temperature changes. Pupils are alert and comfortable from the opening of school to the closing bell. Teachers are free to concentrate on *teaching*—in a healthful atmosphere that is conducive to *learning*.

That's why there is an ever increasing demand for *more classroom comfort per dollar* . . . the DRAFT|STOP way! Want more facts? For a 16 page case study, write to Herman Nelson Unit Ventilator Products, American Air Filter Company, Inc., Louisville 8, Kentucky.

**Patented (there are no substitutes)*



Spacious, attractive classrooms have "just right" temperatures and plenty of draft-free fresh air thanks to Herman Nelson DRAFT|STOP unit ventilators. Note how the unit ventilators and matching cabinets harmonize with the interior design.

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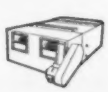
herman nelson AMERICAN AIR FILTER COMPANY, INC.

UNIT VENTILATOR PRODUCTS

System of Classroom Cooling, Heating and Ventilating



Herman Nelson Heating, Ventilating Units

Herman Nelson Unit Blowers

Herman Nelson Horizontal Unit Heaters

AAF Dust Control For School Shops

Herman Nelson Vertical Unit Heaters

EXECUTIVE SECRETARY

(Continued from page 5)

Service to the Tennessee S.B.A.

It was his achievements as a county superintendent working with boards of education that attracted the attention of the officers of the Tennessee School Boards Association to W. A. Shannon when they were looking for an executive secretary in 1949. The position was a unique one in association history because it was subsidized in the beginning by the State, and the secretary was a member of the State Department of Education. Frank H. Trotter of Chattanooga, then president of the T.S.B.A. and later to serve for two years (1951 and 1952) as president of the National School Boards Association, has this to say about the selection of Mr. Shannon and his accomplishments for the State Association:

"We were very happy when Mr. W. A. Shannon came to be executive secretary of the Tennessee School Boards Association and felt we were on the verge of a new era in our state school board work. He is an alert and interesting young man, well trained, progressive and aggressive, but does not use high pressure methods. We worked closely together and I came to know him intimately as a fine Christian gentleman with a rich background in public education. His knowledge of and interest in state and national school boards associations' work qualify him well for the important position he will assume on July 1."

Under Shannon's secretaryship, the Tennessee School Boards Association became a potent force for the advancement of public education in Tennessee. Before 1949, three regional meetings for school board members had been held in the state with a total attendance of 90. In the fall of 1952, 15 regional meetings were held over the state with an attendance of over 300 from the 152 school boards of Tennessee. In 1950, Bill began publication of a four-page monthly *Tennessee School Board Bulletin* which he edited and wrote in considerable part. The second year the *Bulletin* came out in printed form with an attractive front page head which is still being used. During the summers of 1951 and 1952 Shannon served as a lecturer at the University of Tennessee on school board-superintendent relationships, About the time he left the Association in 1953 the Tennessee General Assembly passed a law, which he had helped to draft, making it legally possible to finance the Association from local district funds and putting it on the independent basis which it now enjoys.

Back to School Administration

For a number of reasons Shannon felt it desirable to return to a superintendency, leaving the T.S.B.A. in the hands of a capable successor. One of his most compelling reasons was a desire to work more closely with citizens in behalf of the public schools and gain the experience this would bring. He helped organize a citizen committee of 200 soon after he went to Morristown, whose objective it was to survey and study school needs and make recommendations to the board of education as to how these needs might be met. Relating this experience, Bill reports that its first result was the loss of his board because of their strong support of the recommendations of the citizens' committee including a recommendation for a $1,000,000 bond issue. In December, 1954, a completely new city council was elected by the people of Morristown and the new council proceeded to appoint a new board of education with only one holdover member. Bill expected to be fired, but found both the new board and the new council very co-operative, which he thinks can be attributed basically to the work done by the citizens' committee. The bond issue was reduced to $500,000 but otherwise all of the recommendations of the committee have now been carried out.

Nationwide Contacts

It should be evident that W. A. Shannon has had a variety of experience involving teaching, educational administration, work with school boards and a school boards' association, and relations with the general public on school affairs, which will stand him in good stead as he moves into his new position on the national level.

Nor will this be Shannon's first contact with national concerns in education. While secretary of the T.S.B.A., he was nominated by the National Association to be its representative on the Second Commission on Life Adjustment Education for Youth. Appointed by the U. S. Commissioner of

(Concluded on page 61)

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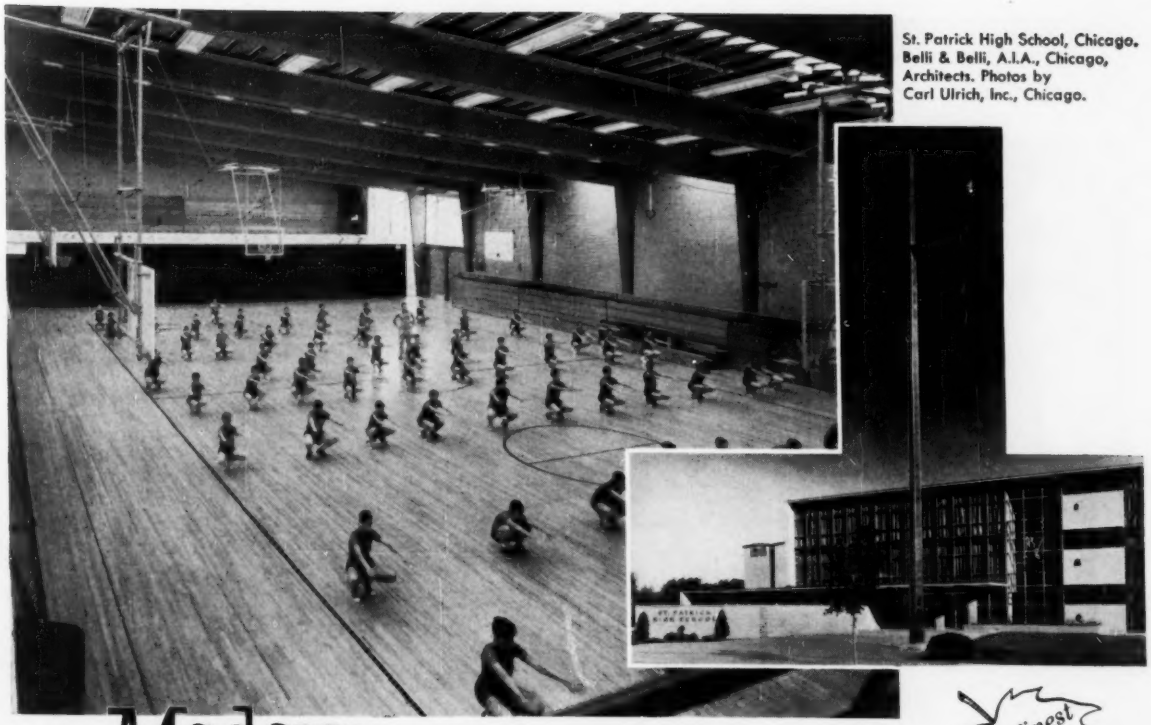


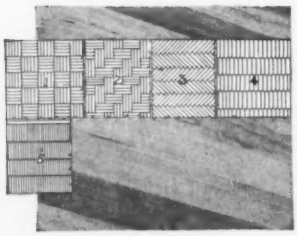
St. Patrick High School, Chicago. Belli & Belli, A.I.A., Chicago, Architects. Photos by Carl Ulrich, Inc., Chicago.

Modern... as its window walls and cross of stainless steel

the finest floor that grows

EVER MODERN "foot-friendly"

NORTHERN HARD MAPLE



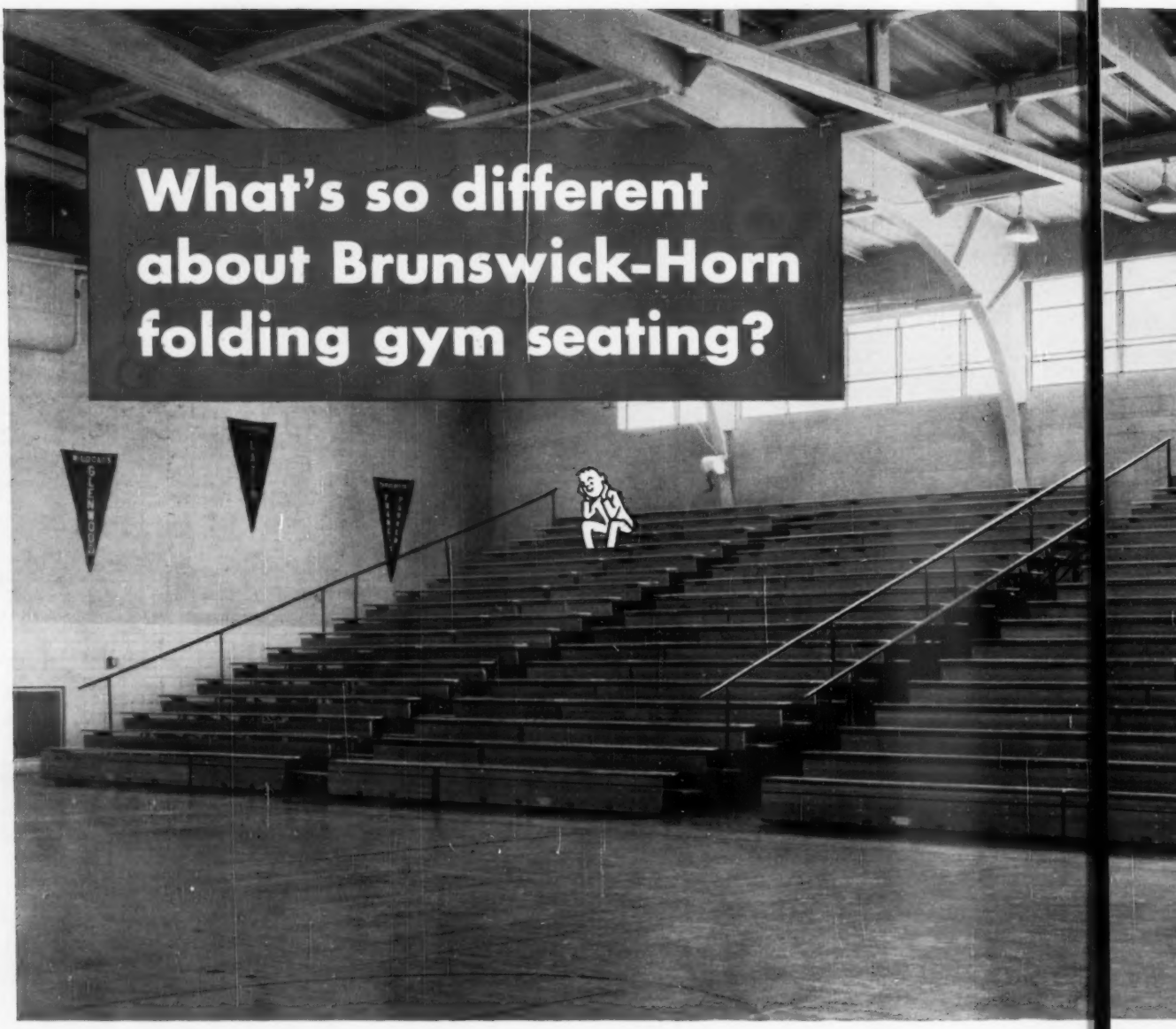
Beauty! Variety! Versatility! MFMA Northern Hard Maple offers design resources almost endless. Regular strip and assembled block and pattern design, for laying in mastic, directly over concrete sub-floor.

Deservedly, you'll agree, this splendid and truly modern school received the Honor Award for 1955 from Chicago chapter, AIA. One thought-provoking editorial comment marks "the total absence of materials which will not withstand secondary school usage without repeated maintenance." And surely this observation holds true of the playcourt area in the Athletic Center building (pictured)! For here the sinewy toughness, the resiliency and the bright, genial warmth of Northern Hard Maple faces up to the multiplied millions of carefree teen-age footfalls which will be its lot for years to come. Virtually unanimously, athletic coaches and physical education authorities agree that no other flooring, natural or synthetic, measures up to Northern Hard Maple for recreational purposes. It fights scuffs, scars, dents and abrasion. It minimizes shin splints and bruises, sharpens peripheral vision. Maintenance is simple and relatively cheap. And—"there's always a new floor underneath!" *See Sweet's* 13j-MA. Write for latest list of **MFMA**-approved finishing products.

MAPLE FLOORING MANUFACTURERS ASSOCIATION

Suite 588, Pure Oil Building, 35 East Wacker Drive • Chicago 1, Illinois

FLOOR WITH* NORTHERN HARD MAPLE *BEECH AND BIRCH



The difference? It's a combination of exclusive features that adds up to greater comfort, safety, convenience, economy and value. That's why you cannot afford to purchase folding gym seating on "low bid" alone. That's why specifications cannot be written "Brunswick-Horn or equal."

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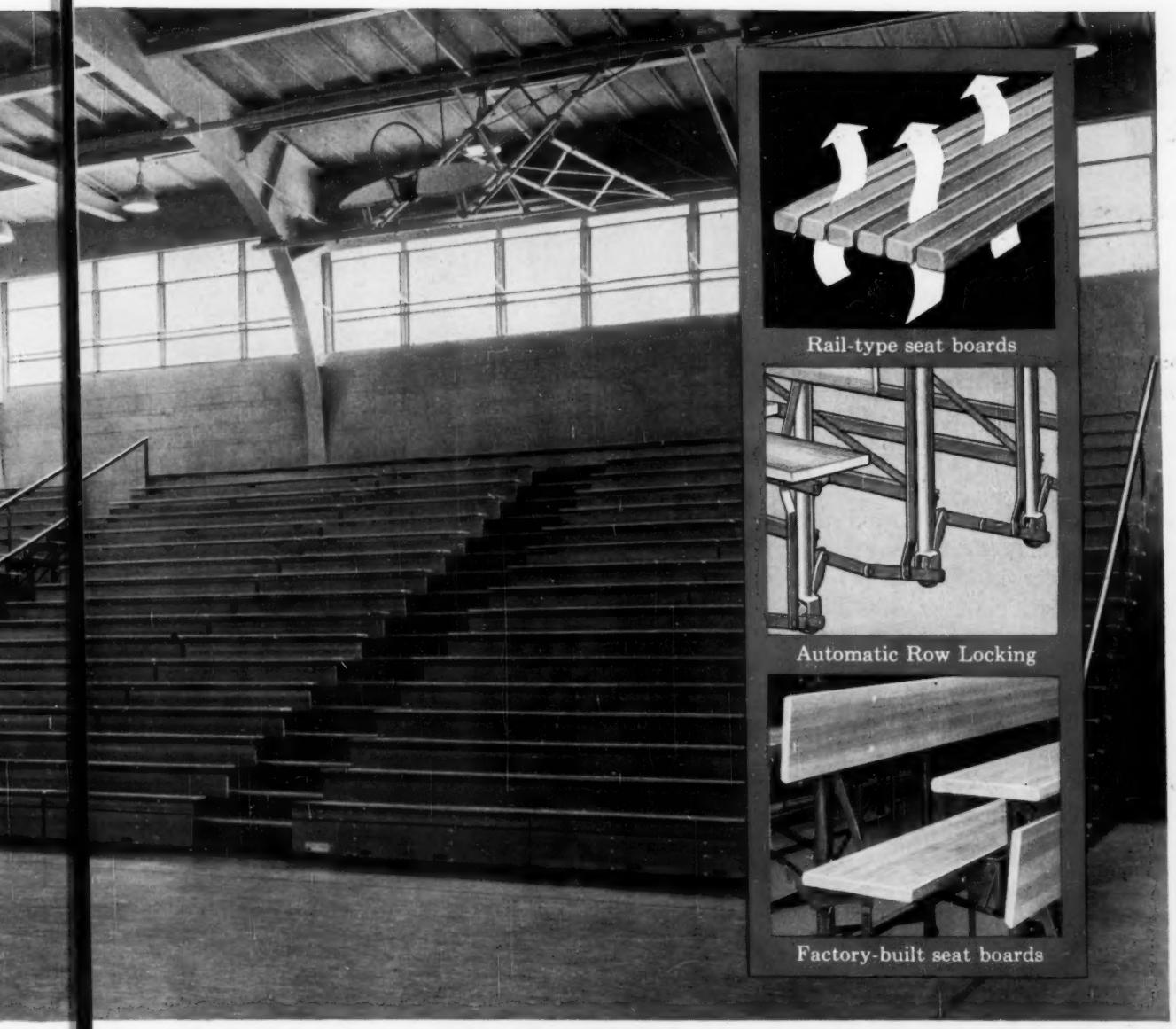
• *Exclusive*: **Rail type boards eliminate costly ventilating problems.** Air circulates freely between the rails of seat, foot and skirt boards so that wall-located vents continue to operate efficiently. Lighter, more resilient too.

• *Exclusive*: **Fully-automatic, mechanical row locking without the weight of spectators.** Each row locks automatically and mechanically even when partially opened. Eliminates accidental folding when not completely filled.

FOLDING GYM SEATING • FOLDING PARTITIONS • FOLDING STAGES • FOLDING WARDROBES



Rail-type seat boards

Automatic Row Locking

Factory-built seat boards

• *Exclusive*: **Complete factory control of all board manufacture.** Only Brunswick-Horn handles the whole job right in its own factory, right from raw lumber, through kiln-drying to finishing. Laminated, edge-grain boards available in three types.

• *Exclusive*: **Floor plates and anchors are eliminated.** All tubular column supports are fitted with wheels to allow for normal movement of the gym floor as it expands and contracts. Result: floors cannot buckle, games are played on schedule.

• *Exclusive*: **Chair-height seats . . . 18 inches . . . guarantee** comfort. Ample toe and heel space allows easy access to all seats. Spectators need not rise to let late comers pass. Crowds have unobstructed view of playing floor at all times.

• *Exclusive*: **Maintenance costs hit a new low.** Foot boards tilt to drop litter to the floor. Tubular column supports extend and fold in the same plane so that litter is not carried back and under the unit. Sweeping out is an easy job.

THE BRUNSWICK-BALKE-COLLENDER COMPANY

Horn Division • Marion, Virginia

Brunswick Horn

WHY SCHOOL DISTRICTS SWITCH TO GOODYEAR

3-T Cord DOUBLE-DUTY Road Lug:

BECAUSE ROAD LUG *is* a double-duty tire, equally appropriate for long, smooth, trouble-free highway miles—and for safe, sure, stop-and-go traction on bad roads or no roads at all.

BECAUSE ROAD LUG is *safe through-and-through!* It is built with Goodyear's exclusive Triple-Tempered 3-T Cord—toughest, most durable known—so bruise-breaks and blowouts are practically UNknown!

BECAUSE ROAD LUG delivers *more miles for the money!* Plenty of extra-tough tread and shoulder rubber, backed by super-durable 3-T Cord, means plenty of extra mileage—with safety! Yet first cost is as low as for other makes of similar type built with UNtempered cord! Buy and specify ROAD LUG—you'll see for yourself!

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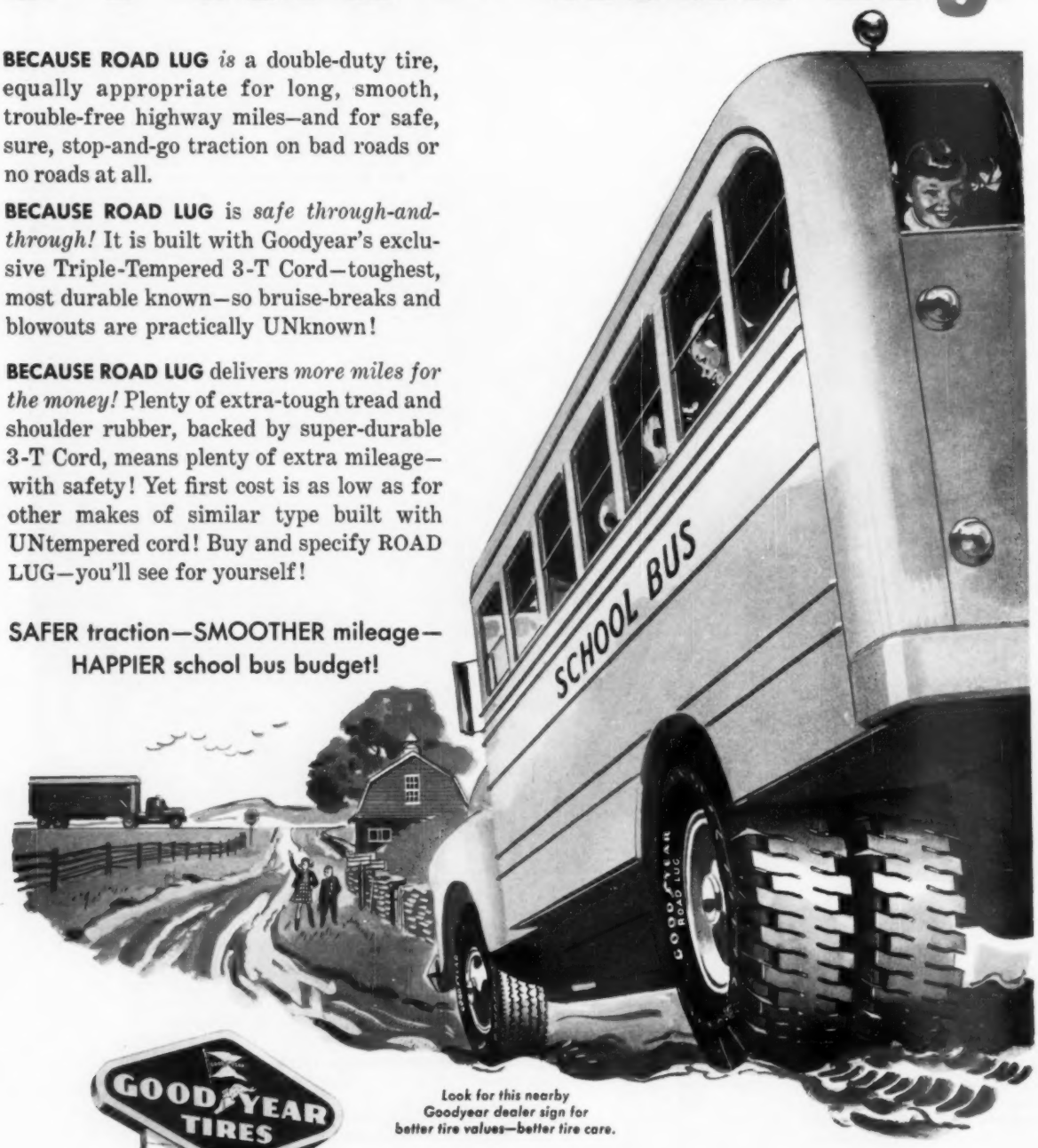

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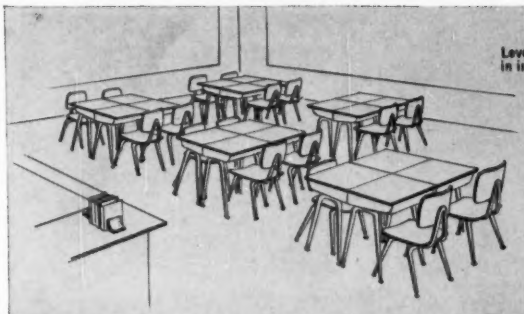

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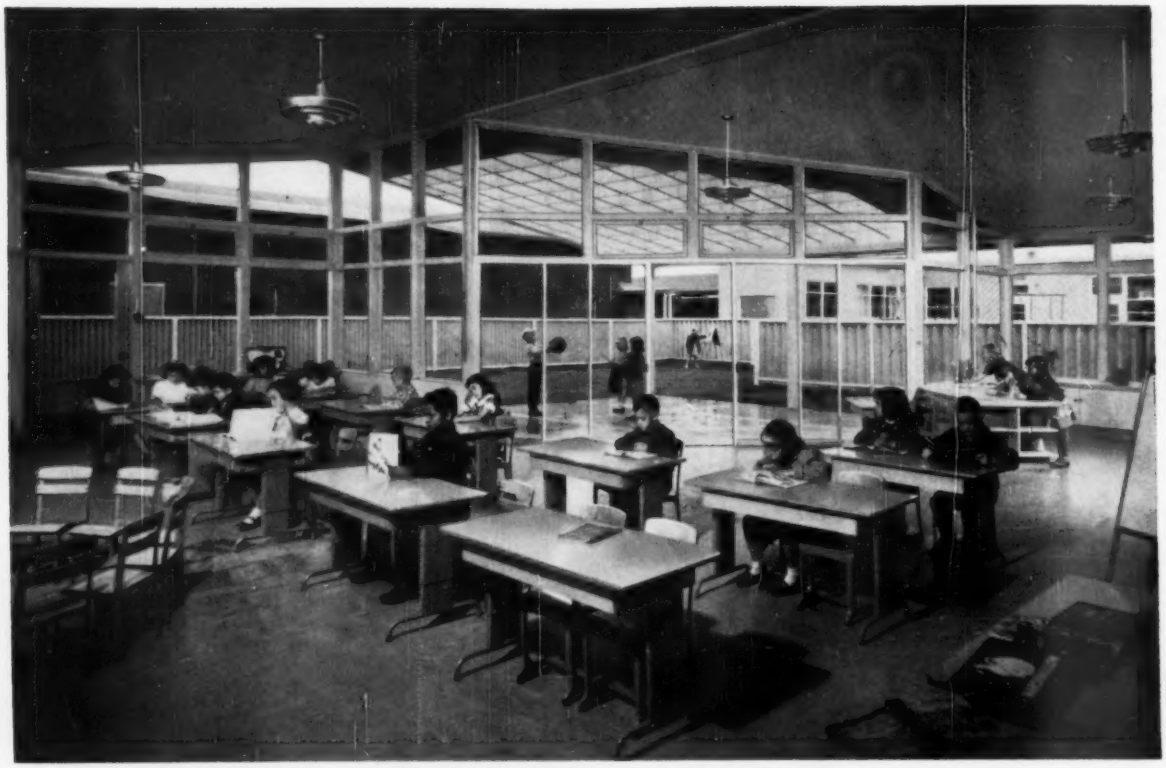

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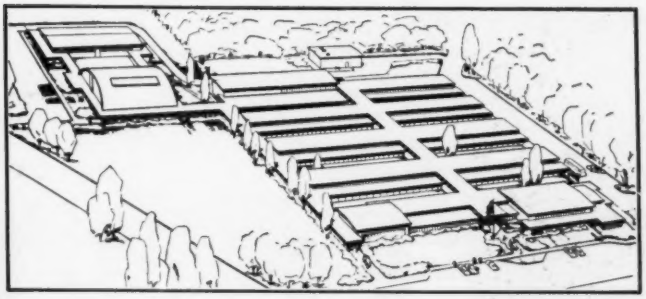

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JULY - - - - - - - - - 1956

Pink Pills for a Pale Spelling Situation

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The history of the regularization of English spelling and of our attitudes toward correct English spelling is quite fascinating. If we glance back into the history of English-speaking people, we find that up to 1600 the idea of proper spelling was practically unknown. There are rumors of an early thirteenth-century attempt to regularize English spelling, but the details are vague. One of the outstanding problems to beset the sixteenth century was the matter of spelling, or, as it was called in those days, "right writing." Even then writers — among them Shakespeare and Milton — did not adhere to a fixed standard of spelling.[10]* Shocking though it may be to us, we are told that Milton wrote *shee*, instead of *she*, whenever he wanted to emphasize the pronoun.

The eighteenth-century reformers — notably Jonathan Swift and Dr. Samuel Johnson — put a premium on "correct spelling." These reformers seldom hesitated to assert their own authority, even though it ran contrary to the practices of the greatest writers. Although they themselves did not always follow a definite pattern for their own spelling, they set about to fix, regulate, and establish the English language for their contemporaries and for their posterity.[7] Of course, the publication of Dr. Johnson's monumental *Dictionary of the English Language* in 1755 did much to standardize the spelling of words.

Historians tell us that this adoring worship of spelling was more widely diffused in England than in America; nevertheless, we find that the spelling fetish, especially the spelling bee, cast a spell over America. Many a person won prestige and position in a community by spelling words of 1, 2, 3, 4, 5, 6, and more syllables.[8] When it came to the longer and much more difficult ones, the preacher and the pedagogue vied with one another on such words as "cocolico," "euroclydon," and "antitrinitarian." Such were the hopelessly unfit specimens that young tongues had to manipulate until Noah Webster, who was "fanatical about his correct spellings," earned the gratitude of all Americans with his "blue back" speller.

In 1906 the Simplified Spelling Board, made up of outstanding educators, writers, scholars, and men of affairs, stated that our difficult and cumbersome spelling places a very real burden upon every user of English and "wastes every year millions of dollars, and effort worth millions more." The reformers claimed that "the anomalies and perversities" of English spelling are obvious enough, and call for reasonable regulation. Like converts to a new religion, they set out to regulate spelling; and they fought a valiant but nevertheless losing fight to reform our muddled English spelling. The recommendations of various scholarly organizations, and even the support of Theodore Roosevelt, could not arouse the American people to the importance of the spelling problem.[10] For some unknown and mysterious reason, be it habit, custom, the dead hand of tradition, or something else, the English-speaking public apparently was not then and is not now interested in simplified spelling or spelling reform of any kind. Yet every educator and business executive knows that there are more poor spellers today than ever before.

Evidences of Poor Spellers

Let us look at the evidence of spelling defection. Fox and Eaton made a spelling survey of over 80,000 pupils in grades two to eight inclusive in the city schools of Indiana; they found that 27 per cent of the pupils were spelling normally, 25 per cent were accelerated, and 48 per cent retarded, the average retardation being one and a half grades below the expected norm.[3] In a similar study of the spelling success of over 100,000 pupils in the same grades in township schools of Indiana, Fox found conditions almost identical with those discovered in the city schools.[2]

Apparently the spelling situation is not much better in the high schools. Fred Ayer reported a survey of spelling achievement of 40,000 high school students in 48 states. He found a great variation in spelling proficiency from school to school and within the same class. In the over-all picture, there is what Ayer calls a "deplorable falling-off" in current high school spelling.[1]

It has been asked whether college freshmen of today are better or poorer in spelling than their parents who were in school 25 years ago. To find out, the English department of Oregon State College gave in the fall of 1955 a 1927 English placement examination to its

*Please refer to Bibliography at end of article.

Recognizing the fact that there is a vital spelling problem in our schools, this article suggests a number of "pink pills" which will go a long way toward improving the spelling program.

1800 freshmen. In a 50-word spelling section the students of 1927 did considerably better than the 1955 freshmen.[9]

Pink Pills

Does this mean that teachers, parents, and administrators are "licked" in their efforts to teach spelling to young learners, provided, of course, they are teaching students who are normal and free from physiological and psychological handicaps? Is there anything we can do to attain the goal of spelling proficiency?

Although the teaching of spelling is relatively simple as compared with the teaching of most other subjects, it does involve several problems, the solutions to which are not simple. Indeed, the solutions require ingenuity in the authorship of new ideas; in the implementation of the spelling program within an educational framework which frowns upon drill, and which gives high priority to audio-visual aids and to speed at all costs in reading. Let us look at this knotty problem of spelling and make several observations.

First, the high relationship usually found between reading and spelling indicates that good spellers are usually good readers and poor spellers are often poor readers. Usually students tend to be good or poor in both reading and spelling and tend to improve or deteriorate in both abilities as they advance through the grades and through the high school. Hence, analysis of a pupil's errors in spelling aids considerably in understanding his reading difficulties; and remedial instruction, whether it be in reading or spelling, is often profitable to both. The point I wish to make is that, although teachers and adminstrators may be unaware of the fact, weakness in the spelling program may be responsible to a larger degree for a student's reading defect than is weakness in the reading program itself.[4]

We may consider another problem of instruction. For a decade or so, teachers of spelling and authors of spelling books stressed training in the sense of sight practically to the exclusion of the sense of hearing. Now, we all know that every normal individual has both senses of sight and hearing, and that some persons learn more by ear than by sight. In other words, some people are more "hearing conscious" than they are "sight conscious." Hence, phases of phonics are as indispensable in the spelling process as they are in the reading — especially in the case of those who have a strong "hearing consciousness" in word analysis. In fact — and this is important — it has been found that the relationship between phonics knowledge and spelling is somewhat higher than that between phonics and reading.[11] It has been found too that spelling ability at the high school and college level depends to a large extent upon ability to handle phonetic associations.[6]

Program of Remediation Needed

There's a third problem in the wonderland of spelling education. In this age of miracle drugs, we would concede, I am sure, that teachers would do well to employ some of the techniques of good medical practice. The good physician begins with diagnosis and proceeds to therapy. Likewise in spelling, it is not sufficient just to be aware of the students' learning difficulties. This information, important as it is, is of value only in giving direction to the instruction and practice needs of the students concerned. What we need then for remediation and therapy in spelling is a plan or procedure consisting of the following steps: (1) identification of the weak spellers; (2) diagnosing the learning difficulties of the weak spellers; and (3) providing a program of instruction and practice to meet the particular spellings needs of individual students.

However, the implementation of diagnostic and therapeutic procedures in spelling education poses a problem: the pre-service and in-service education of teachers and administrators. Elementary teachers take an intensive course, sometimes several courses, in the teaching of reading. Increasingly, high school teachers are pursuing a course in the teaching of reading. But apparently we have not felt it necessary to stress in the teacher-training program methods of teaching spelling. True, elementary teachers take a course, not necessarily intensive, in the teaching of spelling. But secondary teachers take no such course. Interestingly enough, in a survey recently made of the preparation of secondary English teachers in North Central Association high schools, Harry H. Hoffman, Associate Professor of English at Nebraska (Kearney) State Teachers College, found that college presidents, chairmen of college English departments, superintendents or principals, and secondary English teachers are of the opinion that methods of teaching spelling need more emphasis in the preparation of secondary English teachers.[5] Apparently, teachers, especially secondary English teachers, are teaching spelling by "doing what comes naturally." It seems reasonable then to ask that our professional educators make more adequate provision in pre-service training of elementary teachers and English teachers for the teaching of spelling; it is reasonable to ask also that professional educators help teachers and adminstrators set up spelling clinics where and when they are necessary.

Improving the Spelling Program

Whether we like it or not, respect and admiration for correct spelling is here to stay. This fetishistic worship of spelling does pose several problems which we, as teachers, parents, and adminstrators, have not yet faced as we have in the teaching of reading. It is altogether likely that, if we become aware of a weakness in the spelling program as a cause of weakness in the reading program, if we recognize the importance of phonics in the spelling program, if we make provision for remediation in the spelling program, and if we give increased emphasis in the teacher-training program to the teaching of spelling, we shall be hearing and reading less about people who "can't spell, can't read."

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THE FOUR QUARTER PLAN . . .

How Practical an Idea?

CLYDE L. OGDEN

Assistant Director for Education
United States Armed Forces Institute

This first part of a two-part article on the four quarter plan reviews experiments with this attempt to solve the schoolbuilding shortage . . .

I

Since the close of World War II, school enrollments have skyrocketed dramatically. Many American communities have experienced doubled and trebled enrollments at both elementary and secondary levels. In spite of valiant efforts to keep school construction in pace with increasing enrollments, many communities have had to resort to double sessions so frequently and consistently as to make this form of school organization the sole experience of increasing thousands of children now in our elementary schools.

Since 1945, the funds expended for school construction have been without parallel in American history. Although earnest efforts have been made by many American communities to provide needed classrooms, there still exists a vast shortage. The magnitude of the school construction program now before American communities is reported by the United States Office of Education in its official journal, *School Life,* for March, 1956.[1] According to data submitted by 38 states, 27,517 construction projects providing 346,085 instructional rooms to accommodate 9,781,117 pupils and costing 11½ billion dollars are projected for completion by September, 1957.

Today, segments of many communities are declaring that their ability to maintain needed school construction has been exhausted. At the 1955 White House Conference on Education, one of the major areas of discussion revolved around the problem of overcoming classroom shortages. A resolution of the Conference asked for federal aid for schoolhouse construction and there are before Congress today proposals for such assistance.

Although "coming events cast their shadows before them," many communities have found themselves ill prepared to adequately house secondary school enrollments that were shouting their impending arrival six and eight years ago. Because the larger secondary school sites and plants are multi-million dollar investments, the impact of a secondary school bond issue is more acutely felt by a community than are the lesser issues required to finance smaller elementary school units. This fact, coupled with the increasing need for secondary school construction, may be the cause for the growing resistance in many communities to further local bonding for school construction. Prior to the White House Conference and at the Conference itself, expressions have been voiced that existing school buildings should be more fully utilized. Among the proposals for such utilization

[1] "School Facilities Survey," *School Life,* Mar., 1956, pp. 5–15.

THE FOUR QUARTER PLAN . . . For and Against —

Proponents of the four quarter plan believe that this is the businesslike and economic way to organize schools, that our present setup is an outgrowth of an outdated agricultural economy, and that the main objection to the plan comes from teachers. . . . Experiments and research by several communities indicate, however, that the four quarter plan has serious impracticalities and definite drawbacks and that it entails more disadvantages than advantages. . . .

is the one proposed by the proponents of the four quarter school year.

The Four Quarter Plan

What is the four quarter system? It is simply the organization of the calendar year into four instructional quarters. It would be applied to both elementary and secondary schools. Students would attend school three consecutive quarters and be on vacation one quarter.

Proponents of the plan say that this is the businesslike way to organize schools.

"A businessman would go bankrupt if he operated his business only nine months in the year."

"It is economic waste to allow a million dollar plant to stand idle three months in the year."

"The present school year is an outgrowth of our agricultural economy when children were needed to help in the harvest. We are no longer an agricultural economy and there is no longer a reason for our schools to be closed for the harvest months."

"Idle hands breed mischief. The long three months' vacation is a cause of much of our juvenile delinquency."

"A three month vacation is too long. Our children forget what they have learned. The four quarter system would help the learning process."

"The four quarter plan would enable the same school plant to house one fourth more students per year. This would make it unnecessary to build so many schools."

"The only objection to the four quarter system is that raised by teachers who do not want to give up their three month vacation."

These are some of the arguments put forward by the advocates of the four quarter plan. Objections to the plan have been vehement and varied. An interesting opposing point of view is printed in the *National Education Association Journal* for February, 1956.[2] What are the facts? In an attempt to shed some light on the subject, the writer undertook to do research on the proposal as far back as 1950 and has attempted to keep abreast of the subject since that time. This article is contributed in the hope that it may be useful as background material to both proponents and opponents of the four quarter plan.

Little Literature Available

Research into the subject reveals scant literature and experience on the subject. A large part of the literature that has been written is conjectural in nature, that is, the writers' opinion of the worth or lack of worth of the system as an idea. Historically, the idea of an all-year school can be traced back to 1866 when the First Church of Boston established such a school. In 1897, the board of education of New York City opened a number of such schools. By 1916, the United States Office of Education reported summer elementary schools with terms ranging from 4 to 12 weeks in 211 cities. In this connection, the distinction between a voluntarily attended summer school implementing the regular school year and a regular day school term of four equal quarters should be kept in mind.

The "12 months' school year" is not necessarily the "four quarter plan." In fact, the terms generally mean something quite different because their geneses are different. In the case of the "12 months' school year," the motivating factor is the desire of the community to *enrich* the experience of the students by affording an *additional* opportunity beyond the regular two semester school year in which exploratory, cultural, and vocational courses may be *voluntarily* taken by the student. The emphasis is not on acceleration (graduating from elementary school in six or seven years or from high school in three or three and a half years) or "make-up" of deficiences. Only in the sense that available physical and human resources might be desirably utilized for a longer portion of the calendar year are the two plans similar.

In the "four quarter plan," the motivating factor is essentially financial. Communities find themselves faced with overwhelming numbers of students and insufficient funds or classrooms to meet enrollment needs. Relief is sought by keeping the schools open the year around and *compelling* attendance in three of the four quarters. The program is not intended to enrich the students' experiences or accelerate progress in school. Its single objective is to house more students in a fewer number of classrooms.

Experiments in the Plan

The pioneer experiment with the four quarter plan was conducted in Bluffton, Ind. Although the experiment was abandoned in Bluffton in 1915, by 1925 some 13 school systems had undertaken the plan on an experimental basis. This apparently represented the high water mark of the plan for, by 1950, only Chattanooga, Tenn., had schools organized on this basis. On the other hand, throughout the country there is a growing utilization of the traditional summer months (June, July, and August) for educational activities supported by public funds. These programs are often designated as "12 months," "all year," or "year-round" programs. Most of these

[2] "A Discussion of the Year-Round School Program," *National Education Association Journal*, Feb., 1956, pp. 82–84.

programs are variations of the "summer school" as operated in many school districts. For example, until it ran into legal difficulties (a State law prohibiting a tax levy in support of a school beyond nine calendar months without a vote of the people in the district), Decatur, Ill., in 1949–50 and 1950–51 organized its schools the year around the calendar. Schools were open 11 months, teachers paid for 12 months, and one month was vacation at full pay. During June and July, the teaching force either taught in summer sessions providing remedial study and recreation or worked on curriculum planning or furthered their professional education by attending university summer schools or went on summer leave without pay. A report of this program was given by Superintendent Lester J. Grant at the American Association of School Administrators Convention in Atlantic City in 1951. Glencoe, Ill. (1946), Rochester, Minn. (1946), Centerline, Mich. (1947), Lexington, Ky. (1948) are other communities where teachers are employed on a 12 months' contract and assigned to summer school teaching duties, curriculum study, recreation, school census counts, etc., during the summer months.

In the Lexington, Ky., program, Superintendent John M. Ridgway reported that 17 to 18 per cent of the annual budget is spent on summer operations and that to obtain the additional funds, it was necessary to raise the school tax 20 cents on $100 assessed valuation. The elementary sessions are six weeks long. There are two types of classes: (1) remedial — primarily in reading and arithmetic, and (2) enrichment activities. Highest enrollments are found in the latter. Some children concentrate on music, dramatics, or art, but most follow a suggested summer curriculum in which class time is spent on a variety of learning activities with emphasis on science one year, another year on arts and crafts, etc. A day camping program is a popular part of the plan.

Elementary pupils receive no grades and the program cannot be used to accelerate their elementary education. Attendance is voluntary and appraisal is based chiefly on attitudes. On the high school level, the summer program is more formal. Regular academic classes are offered in an eight week session and students may enroll for "make-up" or "enrichment." Grades and credits are given.

The cities cited most frequently as having the greatest experience with the "four quarter plan" are Nashville, Tenn., and Newark, N. J. The literature in the field sets 1925 as the beginning of the program in these cities. A letter from the Newark assistant superintendent of schools describes the experiment in these words.

"Some time ago, one of our technical high schools was operated on the 12 months' basis. However, it did not prove satisfactory and was discontinued during the depression." The Nashville superintendent writes: "The 12 months' school year was discontinued in 1934. We are now on a semester basis."

Further Studies of the Program

In 1947, a study of the "four quarter plan" was made in the Sequoia Union High School District, Redwood City, Calif., by the then superintendent, A. C. Argo. A copy of the questionnaire used and a condensation of responses received is given at the end of this article. Briefly, the study showed that most of the school systems supposedly operating on the "four quarter plan" were actually operating on a semester basis and implementing their semester programs with an extended voluntarily attended summer school program. The few cities which actually tried the "four quarter program" had in time abandoned the program and returned to the semester system.

In 1950, a committee was appointed by the San Mateo County, Calif., superintendent of schools to study and report on the "four quarter plan." This action was taken in response to public interest in the matter that was generated by newspaper articles advocating the program. The committee was composed of the following people: Miss Pansy Jewett Abbott, county superintendent of schools; Dr. William O'Dell, Stanford University School of Education; Joseph Acheson, principal, San Mateo High School; Walter Jack, superintendent, San Mateo Elementary School District; Harry Fosdick, California Teachers' Association; and Phillip Pope, Trustee, San Mateo Elementary School District. The committee's findings, as reported in its summary and conclusions, were,

> . . . all of the foregoing is not to be construed as opposing the four quarter plan or recommending the double session. It attempts, instead, merely to contrast the two in all important respects. The committee realizes the extreme financial problems facing most California communities in meeting current and immediate future school plant requirements. It concludes that administrative ingenuity is required to care for the peak load of schooling soon to be with us and still make the cost tolerable for our community.
>
> But the committee does not find, as a result of its careful study of the four quarter plan at the elementary level, that this provides a universal panacea. Indeed, it doubts that it will serve the needs of typical school systems in California as well as other adaptations.
>
> Since the cost of the double session plan is less than that of the four quarter plan and since there is probably no inherent educational advantage of one over the other, it seems obvious that the permissive legislation that exists is sufficient for the time being. Certainly no legislation to compel the four quarter system on a state wide basis or to force it upon any district would be warranted.
>
> The committee's recommendation is that each community faced with insufficient school plant facilities should study the realistic advantages of various plans for the greater loading of classrooms. After this study by all concerned — school authorities, teachers and staff, parents, taxpayers, etc. — each community should adopt the total plan that best fits its own pocketbook and educational desires and, whenever less than a full classroom for each group of elementary pupils is provided, it should recognize that less efficient education must result. The experience of high schools which have experimented with this plan, as reported, will not encourage any school board or administration contemplating its adoption.

Better in Theory

The experience of communities which have *tried* the "four quarter plan" indicates that the plan sounds better on paper than it works in practice. It has been abandoned where it has been tried; e.g., Bluffton, Nashville, and Newark. Three large cities that recently thought about the plan and investigated it thoroughly are Dallas and Houston, Tex., and Los Angeles, Calif. All three cities faced the problem of overwhelming enrollments and insufficient classroom spaces. When the plan was studied in Houston, it was found that savings in capital outlay would not be in proportion to the higher costs of operating the schools 12 months. Parents were quick to say that they did not want *their* children assigned to the summer quarter or to be forced into a three months' furlough in the winter time. The school board dropped its plans. In Dallas, a committee was appointed to study the plan but complaints against compulsory education in the summer months were soon out of hand and the committee reported that the plan was "impractical." In Los Angeles, a committee of educators and laymen studied the plan for a year. At the end of their intensive study of the program, the committee reported that, "Careful review of available research provides little of a factual nature on which to base an estimate of the possible value of the all-year program to Los Angeles." The superintendent, in summarizing the committee's report, declared: "I am convinced that the advantages of organizing our schools on an all-year basis are more than offset by the disadvantages."

(The second part of Dr. Ogden's article, which will appear in the August JOURNAL, *considers an actual enrollment plan to determine how much construction will be saved by the four quarter plan and summarizes the advantages and disadvantages of the plan.)*

Lay Support Means School Growth

MONTANA RICKARDS*

A lay advisory committee inspection of an old elementary school led to its replacement.

One of the marks of forward thinking in public school systems, faced since World War II with almost overwhelming problems in the area of building and financing, is the invitation extended to lay citizens by school boards to participate in the formation of practical solutions of these pressing problems.

An accounting of the advisory service given to one school system will show just how effective this type of participation is.

Formed at the request of the Eugene, Ore., public school board of directors, who sought greater public participation in and advice on building and financial school problems, the Eugene Public School Advisory Committee on Building and Finance met for the first time in February of 1955.

Dr. Donald DuShane, University of Oregon director of student affairs, was asked by the school board to serve as chairman.

Representing all the Eugene areas and various community interests, the committee consisted of about 30 members, a screened group of lay citizens. The group was named by the Eugene school board of directors after 150 recommendations had been presented to them by various community groups and individuals.

Problems facing the school board required special assistance. They were concerned with future school locations, how to finance necessary construction, and other major related problems.

At the outset, the chairman of the board and the superintendent presented to the committee statistics and information on expected enrollments, teacher and building needs, and other pertinent information.

Subcommittees Formed

Subcommittees were then formed to study population needs, to survey existing buildings and utilization, to check future school locations and acquisitions, to study construction of buildings and architectural methods, and to study finance procedures.

As the lay group began to function, issues were made known to the public and forwarded to the school board with requested action.

The committee was interested in finding the answer to the question: Should a continuing serial levy be adopted, or should a long-range bond program be adopted?

Inspection by members of the lay advisory group of the 30-year old River Road school resulted in a recommendation that there be immediate abandonment of the old school and that a new school be built.

After the subcommittee on existing plants found that classrooms at the old building were substandard; that there were obnoxious odors due to unhygienic conditions in the rest rooms, that there were safety, fire, and traffic hazards, that the building was poorly ventilated and overcrowded, that stains on ceilings and walls were unsightly, that there was not sufficient insulation between classrooms, and that the building was unfit for further use, they recommended its immediate closure.

A tangible result of the work of the lay advisory committee in the Eugene, Ore., district is this newly constructed River Road school.

The school board took quick action on the recommendation and financed the construction of a new building from the continuing serial levy already in effect.

Another recommendation came from the subcommittee on school population, growth, and distribution which urged immediate action in the building of two new secondary schools. The group asked for a new senior high and a fifth junior high to be erected in areas with the greatest number of secondary school students.

The subcommittee on acquisition of sites urged that the board take up option on 28 acres adjoining already acquired land earmarked for a new school, that about 20 acres of this land be used for the new senior high school, and that the additional ten be set aside for a future grade school. They further recommended a long-range policy on site acquisition while land is relatively cheap, available, and vacant rather than to wait until land is subdivided, improved, and expensive.

Admitting that it has been handicapped in the past in the purchase of sites a long time ahead, the school board explained that its partial inaction was due to a scarcity of funds. Lay committee personnel insisted that the long-range plan would save the district considerable money in the long run.

To finance a new high school and junior high and establish a special planning fund, the chairman of the lay advisory committee on buildings and finance in October, 1955, urged the school board to hold a three million dollar bond election as soon as possible. The sum of $200,000 of the 3 million was to pay for long-range planning and purchase of sites for future school construction.

Members of the committee agreed voluntarily to remain active until after the bond election, and to speak in favor of the bond election at public meetings.

Distributed to the public and authorized by the school board was publicity matter with reasons for the need of additional funds. They emphasized population increases, particularly in suburban districts, and pointed out that unless new schools were constructed, the district would be able to provide only substandard facilities.

The bond issue carried by a margin of three to one.

*Miss Rickards is co-ordinator of publications for the Eugene, Ore., public schools.

For High School Administrators—

A Suggested Working Calendar

EDWIN J. BROWN

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I

The conscientious principal realizes early in his career as an adminstrator that the problem of adjustment of teachers, pupils, and classes to the plan of the building, the working day, and the school calendar in general implies for him a wide variety of duties and obligations. In the fall of the year it is primarily a problem of getting the machinery to running smoothly. But with the first rush of opening school out of the way, the school's chief adminstrator finds that he faces so many details that there is a strong tendency to waste his energies in aimless, although well intentioned effort.

Without some guide in the form of a definite calendar, the inexperienced administrator, and even the man with many years of details back of him, finds that his work piles up tremendously at the end of the year. Experience aids him in avoiding this piling-up process, but experience alone will not keep him from neglecting significant details. The only answer is for him to calendar as definitely as he can, each task or duty for the entire year. With the thought of saving the principal some work and possibly embarrassment, and of keeping board of education members informed as to what a principal's job entails, a calendar for the high-school principal is presented below. Some 450 items (duties of the principal) were collected from 40 high-school adminstrators. Suggestions were asked as to the time in the school year when the duty fitted best in the principal's calendar. The result, as was expected, produced comparative agreement on the more significant items, less agreement on details.

The proper time for the school administrator to act on any specified item, of course, varies with the school situation. The list therefore, is offered to the principal, and for the information of the board of education, more as a list of suggestions to prevent forgetting entirely, or as a frequent reminder, than as a set guide for procedure.

I. Pre-School Duties

1. Careful consideration of the time of his arrival on the new job. (Not less than two weeks before school is to open.)

2. Getting acquainted. Attend everything going on. Include: church, Sunday school, picnics, lodge, service club, ball games, church socials, church dinners (play no favorites), etc.

3. Check supplies for the high school.

a) From files determine what has been ordered. Do not rely upon your memory.

b) Determine what has been delivered. Check against duplicate orders and bills of lading for accuracy.

c) As nearly as you can, determine what is needed that has not been ordered.

d) If texts have not been ordered, order standard (required) texts in limited quantities. Use last year's classes as a standard and allow for about half the pupils using secondhand books.

e) With last year's classes as a guide, try to determine whether seating facilities will be adequate, allowing for a normal increase.

f) Check over the athletic equipment (use the high-school coach), with a view to determining what is on hand, what is needed, and what has been requisitioned and ordered. Changes in needs may have taken place since last spring.

g) In one of the first (pre-school) official meetings with the board of education, check up on expendable supplies such as fuel, chalk, erasers, towels, toilet paper, sweeping compound, and other supplies which are used in quantity when school is once under way.

4. Carefully study last year's curricular offerings, keeping in mind the extent and degree to which it conforms with the best theory and practice in secondary education. This must remain fixed for the year with school once under way.

5. If you are new to the situation, study last year's schedule and the record books in your office that you may be posted on what enrollment and, to some extent, what average daily attendance to expect; what irregularities to consider; and what administrative changes, if any, are desirable. Careful study of last year's schedule is a most helpful preparation in building the new program of studies.

6. With the help of the vice-principal (if there is one), the city superintendent (if the system is not large), or one of the most reliable of the older teachers (as pointed out by the chairman of the board), plan the new schedule. This is a daily work program and affects many people. If basic changes are under consideration, this should have been an eighth-month duty of the previous year.

7. If the school is small, typewrite or mimeograph the schedule; if large, have the schedule printed in sufficient numbers to furnish a copy for each prospective pupil. This is legitimate school printshop work if a sufficiently trained worker is available. Have the schedule printed in the official school paper or in *all the papers* of the town if there is no official school paper.

8. Give pictures or cuts (mats may be used) of teachers, administrators, board members, and custodians to all the papers of the town. Give the same story to each—and at the same time. The principal wants the support of all the papers and cannot afford to antagonize any one of them.

9. Get in touch with the head custodian, if there is more than one, and from him get a thorough understanding of room conditions, heating plant efficiency, ventilation problems, the mechanics of the ventilation system, amount of supplies (such as fuel, towels, toilet supplies, soap, etc.) that are normally consumed.

10. Secure a list of approved rooming and boarding places (as approved by the chairman of the board of education). Well-housed and well-fed teachers are much more likely to be satisfied and happy than those who are dissatisfied with living conditions. Public boarding clubs and restaurants in small towns are usually undesirable boarding places for teachers.

II. Pre-School Teachers' Meetings

11. Determine, with the advice of the city superintendent (if there is one), or with the chairman of the board, the policy that has been followed in the past regarding the first pre-school meeting of teachers. Proceed slowly here. Teachers who have been in attendance at a summer school, especially, need every day of vacation they can get. The Saturday before school starts is as late as you may go, however. *Consider:* Should every teacher be required to attend? Should older, experienced teachers in this system be allowed to report later than new members of the staff?

12. The general building conference.

a) Hold this at the high-school building.

b) Hold it in the morning rather than the aternoon. Printed, typewritten, or mimeographed instructions of details should be available for each teacher. Do not make the mistake of going into items on this list which need no explanation. The instructions may consider such items as: regulations governing the first day of school; instructions for class movement; general regulations regarding student welfare; classroom organization details; library regulations, etc.

c) As much as can be postponed should be omitted from this first meeting. New teachers especially have a smothered feeling, as everything requires a readjustment for them.

d) The opening speech touches aims, desires,

interests, aspirations, plans. It should be an administrator's best effort.

III. Handling the Enrollment

13. High school enrollment on Thursday and Friday mornings preceding the opening of school on Monday.

14. Teachers who are on the ground help in distributing supplies, forms, records, etc., which must be filled out. Have typewritten suggestions for each teacher. Use teachers experienced in the school.

15. In smaller high schools the principal, vice-principal (if there is one), and one of the experienced teachers (board of education suggestion) act as advisers.

16. The principal and a student assistant should enroll the freshmen if the group is not too large for one person.

Pre-enrollment cards and the printed or mimeographed schedules should have been available for a week prior to enrollment day. Many principals find it advisable to hold regular office hours each afternoon from 2 to 4 the week prior to the opening of school for the purpose of advising students.

17. Utilize advanced students in helping with the mechanics of enrollment. Checking now saves time later. Move your desk to an accessible place; get order into the work early in the day. Plan your mechanics to suit the situation.

a) Insist on pupils leaving the building as soon as enrollment is completed for the individual.

b) Make appointments for the pupils with the most difficult enrollment problems to meet you on Saturday morning. If the number is large, make use of experienced teachers.

c) If you are in a small town, get in your order by wire for books not previously ordered which, as indicated by the enrollment, will be needed.

IV. The Opening Day

18. Be on hand early. Get an upperclassman for a clerk if you do not have one. Let her take care of any case she is able to handle. Many of the interruptions are trivial in importance and can be handled in this manner. Answer no phone calls this first morning.

19. If a waiting list accumulates in your outer office, or in the hallway if there is no outer office, go out and determine what cases you can handle at once with a word or two. Make quick decisions on unimportant cases — make appointments for later dates for the more difficult cases. This is your busy day — take no unnecessary load.

20. Have no chairs in your office this first day except the ones used by your clerk and yourself. Meet students while seated and dispose of them quickly. Meet parents and others standing, and pleasantly and courteously, but quickly, dispose of their cases. When the person wishes to visit and the question can be postponed to a later date, make an appointment.

21. Instruct all teachers to hold classes full time the first day, except the last thirty minutes of the last period, when a brief meeting for all teachers is held.

V. Meeting at End of First Day

22. Books needed, seating difficulties, conflicts, *questions which interest the entire staff*, should be considered. Dismiss early and handle special cases after the meeting. This allows teachers who are having no difficulties to prepare their first-day reports and go home.

23. Meet your assistants at the close of this meeting if necessary.

24. Consolidate individual teachers' reports into one for the board of education and for the papers.

25. Clear up work as much as possible before leaving the office. Come back after dinner if necessary; this is not going to be a regular duty.

VI. First-Week Duties Other Than the First Day

26. Organize your fire drills on the second day of school. The first day is better if it can be done. To wait is dangerous, possibly criminal.

Plan the procedure of exit from each room. In this consider: avoiding congestion, shortest distances, order of passing, fire signal, desirability of impressing seriousness of the drill upon students, holding formation after leaving building and until sidewalk is reached, the precedence of the drill over every other activity, silence, leaders, care of crippled persons, teachers' duties.

27. Organization of lanes for moving classes. This is entirely a matter of serving the student body efficiently. Lines which give no educational account of themselves are unjustifiable. With the newer buildings and their wider exits and hallways, lines are tending to become things of the past.

28. Make up your first week's report for the city superintendent's office (if you are a principal in a city system), and for the state department of education office, if such a report is a requirement in your state. Be careful, accurate, and thorough. A report turned back to you because of inaccuracy or incompleteness marks you as inefficient at the headquarters office.

29. Get a final checkup on books and supplies. Find out what has been delivered, and which classes are still in need of books.

30. Get your general assembly program outlined for the year; check on this frequently. Whatever be the agency in charge, see that it is organized for efficient work. Make the first meeting a good one. Don't talk too much yourself.

31. Get the high school library organization to functioning. If there is a regular librarian, this is easy. If there is no official librarian, you are responsible directly.

32. Check up on periodicals and magazines coming to the library. Librarians and principals usually do this in the spring before school is dismissed for the summer.

33. Make plans for the luncheon periods when there is no school cafeteria. Early in the fall this handles itself while the weather is pleasant. Later it must be carefully handled or confusion and trouble will result. A school cafeteria becomes a full-time job for a capable person.

34. Look over the town's calendar (if a small town). There is usually a "Harvest Home Festival," a "Corn Carnival," a circus, or an "Old Settlers' Reunion" early in the fall. With the board of education make definite plans for the occasion and stick to your plan rigidly. If the high school is to participate, you are responsible for its part's being well done.

35. Make up the official school roll at the end of the week.

VII. Second-Week Duties

36. Make plans for the out-of-class activities of the high school if the plan is not definitely carried over from the previous year. If it is, see that it is functioning.

a) Apportion the load among teachers. *Give responsibility and authority.*

b) Check the schedule of meetings — both time and place.

c) Organization of the classes.

d) Study the regular class schedule for the best possible utilization of time.

37. Plan the football schedule, if not already made. (This should have been done during the previous year.)

a) Consult coach or physical education director.

b) Carefully study both school and town calendar in arranging for games. Conflicts are dangerous here.

c) Examination dates and game scheduling must be considered together.

38. Eligibility rules for football. Interpret carefully and make clear your intention to enforce the rules (if you do). This calls for a general faculty meeting and presents some of the most difficult problems of the year.

39. *Develop (with the coach) the mechanics for handling home games.*

VIII. Other First-Month Duties

40. Organize your personal daily working schedule. In this, clear the decks for a definite period to be used for supervision each day. Consider morning inspection of buildings and grounds; the daily teaching schedule; plan a schedule accounting for every minute of the day. Try this out, and *rework until you get a schedule that will work*. Allow a definite period each day for incidental work which creeps in.

41. Appoint an assembly committee of students and faculty. Plan for the semester. Utilize townspeople — doctors, lawyers, ministers, dentists, railroad men, city officials, local musicians, neighboring principals, students, and faculty members. *Avoid sameness and cheapness.* Make each assembly period an event If you have to spend some money here, spend it.

42. Perfect the organization dealing with the school paper and the yearbook (if you have one).

43. Get out your first month's report. This is frequently a state office requirement, a city superintendent requirement, or a desirable offering to the board of education (if not required by it).

44. The Parent-Teacher Association should be set going during the first month. This organization can serve the principal and the school well. See that it does.

45. Check up on the supply room and order supplies that are running low.

46. Plan carefully your teachers' meetings for the first semester. They should be cooperative; make them so.

47. Plan the school calendar for the year. Include: all official dates such as school holidays legal holidays that will be observed, special days observed by your school, better English week, football games, basketball games, track meets, day for filing orders for yearbooks, Commencement week activities, Senior class activities, Junior "prom" and Junior-Senior banquet dates (if observed), class plays, etc. Make the calendar complete. Post in the official bulletin case.

(The conclusion of Dr. Brown's article, which considers duties of the principal from the third to the ninth month of the school year, as well as after closing date, will appear in the August issue of the JOURNAL.

Peoria's School Administration Building

The Problem

The administrative offices of the Peoria, Ill., public schools were housed for many years in a remodeled high school building. When it became known that this older building was located in a path of a new Illinois superhighway, the Peoria board of education was faced with the problem of whether it would be most advisable to buy another building for the offices, to rent office space, to convert another school into an office building, or to construct a new office building.

The Solution

After considerable deliberation about the economy of the various possibilities, the board decided to erect this new administration building. It was ascertained that the purchase price awarded by a court decision for the old building would almost completely cover the costs of a new building. Designed for office use only, the plant was occupied in February of 1956.

The Building

Peoria's administration building is a one-story basementless structure located on a large elementary school tract of land about two and one-half miles from the downtown section of Peoria.

It has 12,000 square feet of useful office space. There are private offices for the school superintendent, the curriculum director, the business manager, the controller, the special education supervisor, the director of instructional materials (audio-visual, libraries, etc.), the research director, the pupil services director, the supervisor of elementary education, the psychologist, the director of cafeterias, and the superintendent of buildings.

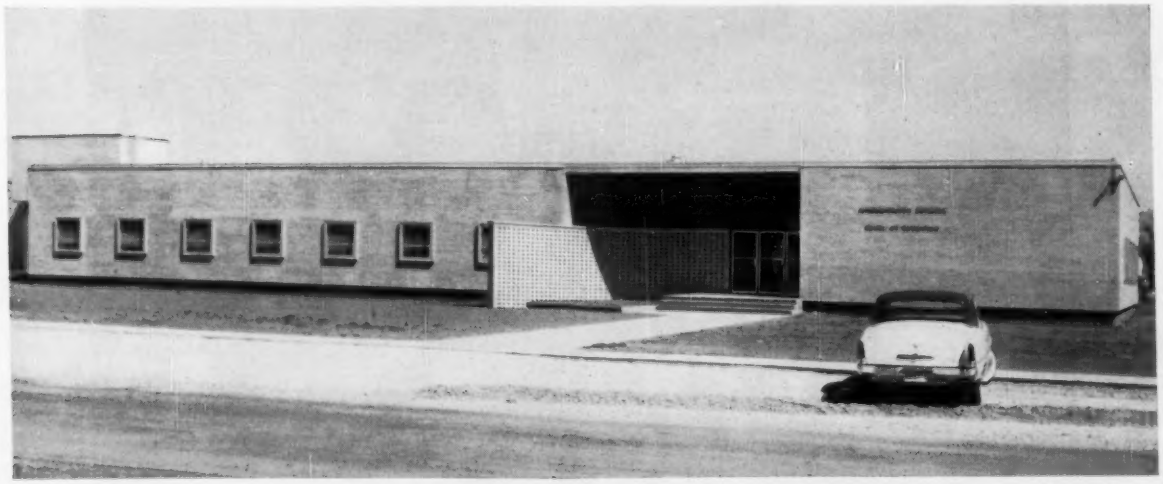
The clerical staff, including private secretaries and ten supervisors, have their desks in a large central office. A board of education room (accommodating up to 80 people), a curriculum center and professional library, a combined lounge and dining room with a pantry-type kitchen, a print shop for multilith and ditto operations, a boiler room, vaults and storage areas complete the building.

Construction Details

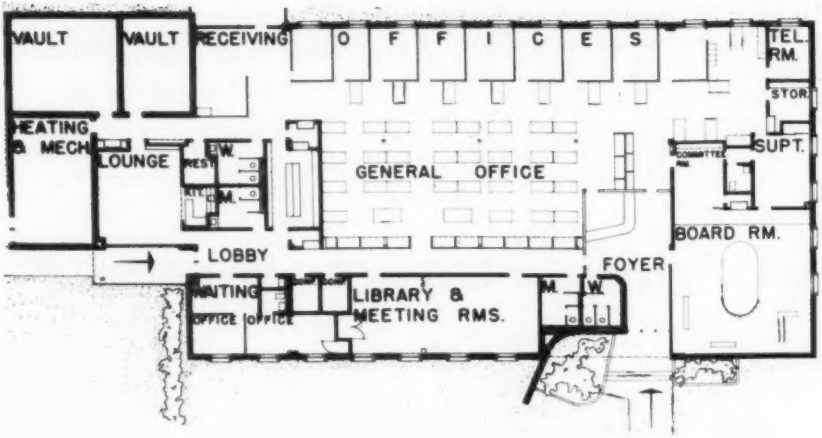
The building uses fluorescent lighting predominantly; 12 plastic dome skylights supply natural light to the central office area. An oil-fired, hot water boiler provides perimeter heating, while an air conditioning system will supply summer relief. The flooring is asphalt tile and the ceiling is asbestos tile. An off-white brick forms the building's exterior.

The Cost

Excluding the previously owned site, the administration building cost $240,000 or $20 per square foot. The sum of $223,000 had been paid the school district for the old building.



The exterior of the new school administration building, Peoria, Ill. — Charles M. Greeley, director of business, Peoria public schools; Gregg and Briggs, architects, Peoria, Ill.



This floor plan of the Peoria administration building shows the arrangement of the private offices, the general office, the board meeting room, the library, and auxiliary meeting rooms, the lounges and rest rooms, as well as the storage and boiler rooms.

The administration building's professional library and curriculum center (right) houses the text and reference books for the Peoria school system, as well as shelving for professional magazines. The general office (below) provides working area for the school system's supervisors and the private secretaries to the school directors.

Recent Judicial Opinion XXXVI —

Board Employees and Federal Social Security

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Jersey City, N. J.

The present shortage of teachers places a major burden on the shoulders of many American school board members — that of securing, and retaining, an adequate supply of capable instructional personnel.

A helpful, and frequently most effective, "selling point" in meeting this demand for teachers involves the attractiveness of the pension (and/or annuity) retirement plan which the district may offer to a prospective employee.

A recent case, concerned with this aspect of district operations, was decided in the Supreme Court of Iowa.[1]

Facts of the Case

Nelson and Penly, teachers in the Independent School District of Sioux City, brought suit against the district Board of Directors — in the latter's capacity as the board of trustees of the district's pension, annuity, and retirement system — to have set aside certain acts of the board, aimed at the termination and liquidation of the local retirement system.

Under then existing statutes, the local retirement system was established in 1927. The rules and regulations of the system provided that all regular teachers employed on contract should be employed subject to, and that all future contracts for employment, should contain as a part and condition thereof, the rules governing the local system. Any person who had been regularly employed as a public school teacher for 30 years, including 15 years in the Sioux City district, and had paid a specified sum into the fund, might retire at the age of 55 years with a stipulated pension.

The fund to finance the local retirement plan was to be created primarily from an annual tax not exceeding two-tenths mill, and from an assessment on the teachers of 1 per cent (raised to 1½ per cent in 1941). The board of directors of the school district was to constitute the board of trustees, and was to formulate the plan and make rules and regulations for its operation.

Among the rules and regulations put into effect was one stipulating that if the system fund was at any time insufficient to pay the benefits allowed, each beneficiary was to be paid his proportionate annuity in full settlement of claims for that year. Another regulation provided: "No teacher shall have any vested interest in or to the funds created or any part thereof. . . ."

In 1953 the Iowa legislature enacted an enabling act which extended to state employees the protection accorded by the Federal Social Security Act. Also enacted was a statute which authorized the board of directors of any school district to terminate any local pension and annuity retirement system.

In conformance with this latter authority, the Sioux City board of directors, on June 1, 1953, resolved that all its funds were to be held (in accordance with existing Iowa statutes) for the surviving beneficiaries only — i.e., for those who were already drawing, or would be entitled to draw, retirement pay by June 30, 1953; that the other contributors to the local system (this would include Nelson and Penly) were to be repaid, from tax levies, the amount paid by each, in five equal annual installments, without interest; and that all necessary steps were to be taken to qualify district employees for membership in the Federal Social Security System.

Nelson, who had been a member of the local pension system (for more than 20 years), and Penly (for more than 14 years), were taken into the Social Security System on July 1, 1953. Neither, of course, would have been eligible for retirement, under the local plan, by the June 30 cutoff date.

In bringing suit against the board, the plaintiffs charged that its resolution of June 1 was arbitrary and had "impaired the obligation of their contracts of employment. . . ." They also alleged that the June 1 resolution violated the terms of their contracts by depriving them "of their rights and privileges of retirement annuity without just compensation therefor. . . ." As was required by Iowa statutes, both of the teachers were employed under one-year, written contracts.

A lower court decision was rendered in favor of the board's actions. This was now being appealed.

The trial court had also found that the local retirement system was in actuality unsound because of insufficient contributions by the teachers and school district.

The Issues

The issues involved in this litigation were dual in nature.

The narrow issues — relating specifically to the fact situation previously described — might be stated: (1) Were the actions of this individual school board harsh and unfair as charged? And (2) Did Nelson and Penly have any contractual or vested rights in the retirement system, or in a pension thereunder, which were affected by the board's action?

But perhaps of even greater significance would be the court's views concerning the related, and broader, issue: What factors must a school board consider when it contemplates the abolishment of an existing (local) retirement plan and the substitution therefore of the Federal Social Security System? It would be this latter aspect of the case that would be of major interest to most board members.

Findings of the Court

In its opinion, the present court first noted that the contested actions of the board would accomplish, not only the liquidation of the local system, but also the entrance of the school district and its teachers into the social security system.

In effect, the opinion pointed out, the facts were such that "this is the substitution of a strong retirement system for one of questionable stability."

While it was true that Nelson and Penly, as members of the local system, would lose their stature therein, it was also true, the court added, that "they will be repaid the amounts paid in by them despite the financial instability of the local system." In addition, the opinion commented: "The provisions of the federal social security system are more favorable to members and their dependents than were those of the local system."

Under such circumstances, the court held, the "change from the local to the social security system does not appear to have been harsh or unfair. . . ."

Turning then to the question whether Nelson and Penly had contractual or vested rights in the retirement system (or in a pension thereunder), which were adversely affected by the change, the court said: "[The] record shows neither of them was eligible to retire. Their rights to retirement benefits were [incipient] and prospective only."

"Decisions of this court and of . . . [most] others hold such prospective rights are not vested or contract rights. . . ." Contractual rights, the court emphasized,

[1] *Nelson and Penly* v. *Bd. of Directors of Independent School District of Sioux City;* cited as 70 N.W. 2d 555 in the National Reporter System.

cannot be adversely affected by subsequent legislation or procedure.

The court then cited two Illinois cases wherein it was held: (1) that where it was optional with teachers to come into a retirement fund, "the election to participate . . . raises a contractual relation"; and (2) that statutes requiring compulsory teacher participation are not contractual in nature.

However, the opinion added, Nelson and Penly (as Sioux City teachers) did not acquire the above cited advantages of an "optional" retirement system — even though the pertinent Iowa statutes did not require their employing district to establish the local retirement system. This was so, the opinion held, because all parties in this case were in agreement that when a district did adopt such a system "each regular teacher . . . was compelled to participate."

The status of the plaintiffs was thus that **of compulsory, not optional, participants.**

Therewith the present court concluded that Nelson and Penly had no such vested or contract rights in the local system or in pensions thereunder "as to make invalid the acts of the boards." Accordingly, the board's resolution of June 1 was upheld.

Significance of the Case

It would appear that the following legal principles are validated by the decision in this case:

First: Retirement payments to teachers are not pure pensions, gratuities, or bounties, but are given for services not fully compensated when rendered.

Second: Retirement payments do not possess the character of a property, or a vested right, or a contract right. Hence they may be adversely affected by legislation.

Third: Such adverse legislation is only effective, however, if enacted prior to the actual vesting in the retirement fund member of his right to demand and receive a pension.

Fourth: Plans relating to the liquidation of local retirement systems, when adopted by local boards, must be in strict compliance with applicable statutes.

Fifth: A plan for the liquidation of a local retirement system which, in effect, substitutes a financially stronger system for a weaker one, is not to be considered arbitrary or unfair.

Sixth: Members of a retirement system who are not yet eligible to retire possess only prospective rights to the system's retirement benefits. Such prospective rights are not vested or contractual in nature.

Seventh: Where a local school district exercises its permissive authority and establishes a local retirement system, in which all district teachers are thereafter required to participate, such teachers possess the status of compulsory, not optional, participants.

So You Want a New School?*

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So you want a new school! Why? Do you mean to tell me that you can't get a good education in your present facilities? Don't answer, for I know that your principal and your teachers are doing all they can to cope with the increasing numbers of students and with a teaching program that is getting more complex with every year. They are doing an excellent job; nevertheless, what a difference more adequate facilities and modern equipment would make.

What are the students going to do about it? If Yuba City is to have a new high school, the job of convincing the voters will have to be largely the responsibility of the students. Students will have to convince their parents, neighbors, etc. Any other sponsors usually work against considerable odds, since they are not as close to present-day school problems as are the students.

What should determine the kind of a school you want? The kind of buildings and facilities that will be needed depends entirely on the kind of an educational program that the people of your community are willing to provide for their young people. To me, this decision is of even greater importance than the bond issue itself. Some communities build to the past. Others look to the future and then build a school to fit these needs. What a difference this makes!

For example — a science room based on the modern concept will be an all-purpose room where small groups can work on different problems according to their interests and abilities. Under these conditions many students are able to get far into their chosen technical field and often do college caliber work. This type of room will cost more than the old-fashioned room where every student did the same simple experiment at the same time. Which of these two types of rooms will challenge all the students most?

All facilities, if geared to the needs of the individual student, are quite different from those of the past. Even a new mathematics room is really a mathematics laboratory with a considerable amount of laboratory equipment and many visual aids that make for some effective teaching. Do the people of your community want a school that is completely flexible so that it can constantly adapt itself to changing demands?

My question, "What kind of a high school do you want?" would be a much more pertinent question if I changed it to: "What kind of an educational program does your community want to provide for its young people?"

How adequate is your present school? A 1920 model car is hardly able to cope with the modern traffic problems. A 1920 model high school building is usually as unfit to meet the program needs of the students of this day and age. Many of your teachers work under terrific handicaps imposed upon them by inadequate facilities. How much easier would it be with adequate facilities to challenge each individual student to work up to his or her capacity!

Are any or all of your present inadequate and unsafe facilities to be retained in use no matter how much they interfere with good teaching? This is a question that the people of your community must answer. You students have much at stake. Are they concerned?

What about the cost of modern schools? To enjoy the good things in life (TV, deep freeze, new cars, etc.) most people find it necessary to buy same on the installment plan. How much more important than these niceties is a good education? Good schools always cost more than poor schools. Do your people consider a good education important enough so that they are willing to pay for same on the installment plan if necessary?

Do you believe in local control of schools? Many people claim to believe in local control of schools but they do nothing to assume the responsibilities which this great privilege imposes on them. No matter how inadequate your present buildings may be, no one from outside the district is going to do anything about it. Your school will be as good or as bad as your people want it to be. If in the opinion of the majority of the people, your present buildings are adequate for the kind of a program that they want, then there is very little reason to talk about a more adequate program and modern facilities. There is, then, no need for a bond election except possibly a small amount to add a few more rooms to house additional students. Are your students going to sit by idly and let this important question be decided by seemingly uninformed or indifferent voters without letting them know what it means to all, present and future?

What will happen on May 18, the day of your bond election? I believe by then enough people will find out what is really at stake and they will give you the desired answers to my questions. You really want a new school and I hope you get it!

*This article answers a question from the editor of *Hi-Lights*, the Yuba, Calif., high school paper who asked: "Can you help us get a new high school? . . . Two previous bond elections have failed." Copies of the school paper with Dr. Schroeter's reply were delivered to every home in the district, and the following bond issue was successful. The reply is reprinted here with the author's permission.

A COMMENT ON SCHOOL EFFICIENCY

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Raising an objection to measures that are currently termed school efficiency indexes, Dr. Ratcliff illustrates school efficiency in terms of service per taxpayers' dollars. . . .

It has been a common practice in the field of education to rank the 48 states on the basis of so-called "school efficiency," but this seems a misnomer inasmuch as both services and costs are included in the numerator to arrive at a state's standing.[1] Actually, these studies appear to be seeking a measure of the level of service only, and expenditures are grouped with nonfinancial indicators on the presumption that there is a positive and substantial relationship between expenditures and the quality of educational service.[2] It seems to the author that measures of school efficiency should be in line with the ordinary meaning of efficiency — that is, the ratio of output to input. Such an output-input ratio might show the outcome or return per dollar of taxpayer's money (service-cost ratio) or the performance as related to the input of such things as the number of days taught, the number of teachers, *et cetera* (performance-input ratio).[3]

Service-Cost Ratio

A service-cost ratio is obtained by dividing an index of services by an index of cost. The service index, of course, will show the relative level of school services in the various states. In Table I are presented several measures that are intended to indicate the level of service. The quantity of work being done by the schools is indicated in the first two measures. The per cent of "perfect

TABLE I. Level of Educational Services in North Carolina and Neighboring States as Indicated by Certain Measures, 1950

Measure	*N.C.*	*Ga.*	*S.C.*	*Tenn.*	*Va.*	*U.S.*
Per cent of "perfect attendance"[a]	69.4	66.2	64.4	67.7	66.5	73.0
Per cent of total enrollment in high school	20.5	20.5	16.0	18.2	16.7	22.7
Pupil-teacher ratio	29.0	25.4	24.7	26.3	28.2	24.4
Per cent of teachers with degree[b]	75.5	46.4	60.1	44.7	52.4	59.4
Average annual salaries (dollars)	2,688	1,963	1,891	2,302	2,328	3,010
H. S. graduates as per cent of those entering first grade	20.8	13.2	12.6	17.3	21.7	25.6
Per cent of one-teacher schools	9.5	35.3	24.9	36.1	29.4	39.0
Per cent of selective service registrants rejected for failing Armed Forces mental test, July, 1950–June, 1951[c]	37.5	36.2	58.3	37.2	34.7	19.3
Mean score of public high school pupils on Army-Navy College Qualifying Test, April, 1943[d]	53.9	57.5	52.4	61.6	58.2	66.8
Cost value of school property per pupil (dollars)	290	255	219	171	381	511

Source: Unless otherwise specified, data are for 1949–50 from "Statistics of State School Systems," *Biennial Survey of Education in the United States*, 1948–1950.

[a]"Perfect attendance": aggregate attendance if each child 5–17 years of age had attended school 200 days. To eliminate the effect of the varying significance of nonpublic schools among the states, it was assumed that the average number of days attended by each pupil enrolled in nonpublic schools was the same as for public schools. (*Cf.* Educational Research Service, Circular No. 7, 1945.)

[b]Data for 1947–48. The Council of State Governments, *The Forty-Eight State School Systems* (Chicago: The Council of State Governments, 1949), p. 202; *National Education Association Research Bulletin*, XXVII (December, 1949), 133.

[c]Includes those rejected for failing the AFQ test only and those rejected for failing the AFQ test in combination with other reasons. Data from *Selective Service under the 1948 Act Extended, July 9, 1950–June 19, 1951* (Washington: U. S. Government Printing Office, 1953), pp. 240–241.

[d]Educational Research Service, Circular No. 7, 1945.

[1]See, for example, Frank M. Phillips, "Educational Rank of the States, 1930," AMERICAN SCHOOL BOARD JOURNAL, LXXXIV (February–May, 1932), 25–29, 37–39, 29–30, 39–40; Douglas E. Scates, "Revised Index Numbers of State School Systems," *ibid.*, XCIV (June, 1937), 52–53, 97–98; "Estimating State School Efficiency," *Research Bulletin of the National Education Association*, X (May, 1932), 77–131; "Certain Estimates of Quality and Accomplishment of State School Systems," Circular No. 7 (Oct., 1945), of the Educational Research Service; Roy C. Woods, "Where Does Your State Rank Now?" AMERICAN SCHOOL BOARD JOURNAL, CXXX (Apr., 1955), 35–38.

[2]See Office of Education, *Expenditures for Education at the Midcentury* (Washington: U. S. Government Printing Office, 1953), which reports on expenditures per classroom unit as "one measure of this instructional program of the public elementary and secondary schools." Also, Paul R. Mort, "Cost-Quality Relationship in Education," in National Conference of Professors of Educational Administration, *Problems and Issues in Public School Finance* (New York: Teachers College, Columbia University, 1952).

[3]See "Statistical Slant on School Finance," *Tax Policy*, XII (Jan., 1945), No. 3, which points out that a need exists for the type of appraisal and analysis presented here. *Cf.* C. Lowell Harriss, "Public Finance," in *A Survey of Contemporary Economics*, vol. II (Homewood, Ill.: Richard D. Irwin, Inc., 1952), pp. 261–262.

TABLE II. Indexes of Educational Services and Costs in North Carolina and Neighboring States, 1950

Measure	*N.C.*	*Ga.*	*S.C.*	*Tenn.*	*Va.*	*U.S.*
Per cent of "perfect attendance"	100.0	95.4	92.8	97.6	95.8	105.2
Per cent of total enrollment in high school	100.0	100.0	78.0	88.8	81.5	110.7
Pupil-teacher ratio[a]	100.0	105.1	106.1	103.8	101.1	106.5
Per cent of teachers with degree	100.0	61.5	79.6	59.2	69.4	78.7
Average annual salaries	100.0	73.0	70.3	85.6	86.6	112.0
H. S. graduates as per cent of those entering first grade	100.0	63.5	60.6	83.2	104.3	123.1
Per cent of one-teacher schools[a]	100.0	71.5	83.0	70.6	78.0	67.4
Per cent of selective service rejects[a]	100.0	102.1	66.7	100.5	104.5	129.1
Mean score on Army-Navy test	100.0	106.7	97.2	114.3	108.0	123.9
Cost value of school property per pupil	100.0	87.9	75.5	59.0	131.4	176.2
Average	100.0	86.7	81.0	86.3	96.1	113.3
Total cost per pupil[b]	100.0	80.3	79.9	100.3	104.6	145.1
Current expense per pupil	100.0	87.6	86.9	93.9	103.4	148.3
Service without cost value of property	100.0	86.5	81.6	89.3	92.1	106.3
Ratio of service index to total cost index	1.000	1.080	1.014	.860	.919	.781
Ratio of service index to current expense index	1.000	.990	.932	.919	.929	.764
Ratio of service index (excl. cost value property) to current expense index	1.000	.987	.939	.951	.891	.717

Source: Service indexes derived from Table I; cost indexes derived from "Statistics of State School Systems," *Biennial Survey of Education in the United States*, 1948–1950, pp. 23 and 88.

[a]Index based on 100 minus the ratio or percentage.

[b]Excluding debt reitirement.

attendance" embodies such factors as the length of the school term, the per cent of the population aged 5–17 enrolled in schools, and the per cent of pupils enrolled attending daily. The per cent of pupils in high school indicates the holding power of schools as well as the proportion of students receiving a higher and more expensive level of education. Holding power is also indicated by the percentage of the entering class graduating. Factors indicating the quality of educational services are the pupil-teacher ratio, teacher training, and average annual salaries.[4] Quality and school environment are indicated by the proportion of one-teacher schools. More direct measures of the quality of services are the results of the educational process as manifested in test scores. Affecting the school environment, and possibly the level of service, is the cost value of school property per pupil.

To compare North Carolina, for example, with contiguous states, North Carolina is the base state with an index number of 100 for each measure (see Table II).[5] An unadjusted average of the indexes for each measure gives a composite service index for each state. These indexes are related to a cost index to arrive at a service-cost ratio or an efficiency index. The use of current expense per pupil instead of total expenditures (excluding debt service) per pupil in the cost index considerably alters the results: the exclusion of capital outlay, which is higher per pupil in Tennessee and Virginia and lower per pupil in South Carolina and Georgia than in North Carolina, raises the efficiency indexes of Tennessee and Virginia and lowers those of South Carolina and Georgia.

[4]Perhaps it would be more desirable to measure teachers' salaries in relation to per capita income of the state, thus indicating more accurately the relative economic status of teachers from state to state.

[5]With all 48 states, one might use the United States as base.

Performance-Input Ratio

In the above illustration a conglomeration of factors reflecting such things as attendance, quality of teaching, holding power, school environment, and the results of teaching were used to indicate the level of educational services. Of the criteria shown in Table I, only two directly measure the results of the educational program: draft rejections and Army-Navy test scores. The others measure certain aspects that are presumed to indicate the level of services. Table III illustrates how the performance of the educational systems in the different states may be compared with the input of such things as the number of days the pupils are taught, the relative number of teachers, *et cetera*.

A few comments concerning the specific performance factors used in the illustration are in order. In the first place, the Army-Navy Qualifying Test, though it represents one of the largest civilian testing programs on record, was not taken by every high school senior in 1943.[6] Second, the draft rejection index reflects the proportion who failed to pass the mental test; it does not show the average score of all who took the test. And, finally, it can be argued that test scores do not indicate the growth that took place during the school years.[7]

A Few Conclusions

The primary aim of this presentation is not to compare the states used in the illustration nor to give the last word on criteria that should be employed. Instead, it simply raises an objection to measures that are currently termed efficiency indexes and illustrates measures of school efficiency that are more in line with the ordinary meaning of efficiency.

[6]See John M. Stalnaker, "How the Army-Navy Qualifying Test Was Organized," *School and Society*, LXIII (May 11, 1946), 348–350, and K. S. Davenport and H. H. Remmers, "Educational Achievement as Compared With Money Spent on Schools," *ibid.*, LXI (May 19, 1945), 333–335.

[7]Even true achievement tests come in for criticism by education personnel as being "too narrow and too shallow." See Paul R. Mort, "Cost-Quality Relationship in Education," *op. cit.*, p. 57.

TABLE III. Indexes of Performance and Certain Factors of Input in North Carolina and Neighboring States, 1950

Factors	*N.C.*	*Ga.*	*S.C.*	*Tenn.*	*Va.*	*U.S.*
Performance			(*N.C.* = *100*)			
Selective service rejections	100.0	102.1	66.7	100.5	104.5	129.1
Grades on Army-Navy test	100.0	106.7	97.2	114.3	108.0	123.9
Average	100.0	104.4	82.0	107.4	106.2	126.5
Input						
Average number of days in session	100.0	98.9	98.6	98.2	100.1	100.0
Per cent of pupils enrolled attending daily	100.0	95.7	92.8	98.0	99.6	98.3
Per cent of population 5–17 enrolled	100.0	100.1	101.2	99.8	93.9	96.1
Pupil-teacher ratio	100.0	105.1	106.1	103.8	101.1	106.5
Cost value of school property per pupil	100.0	87.9	75.5	59.0	131.4	176.2
Average	100.0	97.5	94.8	91.8	105.2	115.4
Ratio of performance to input	1.000	1.071	.865	1.170	1.009	1.096
H. S. graduates as per cent of those entering first grade	100.0	63.5	60.6	83.2	104.3	123.1
Average input including last factor	100.0	91.9	89.1	90.3	105.1	116.7
Ratio of performance to input	1.000	1.136	.920	1.189	1.010	1.084

Source: Table II *supra* and "Statistics of State School Systems," *Biennial Survey of Education in the United States*, 1948–1950.

County Committees Reorganize School Districts

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The pattern of school district organization in California is being steadily changed and much of the success of this program is due to the very able work being done, at the grass-roots level, by the County Committees on School District Organization. In many counties of the state, these County Committees, profiting greatly by the work of previous organizations, have done more during the past five years to further the program of school district organization on a sound basis than has been accomplished in any other similar period of endeavor.

The early history of school district organization and reorganization in California has been ably summarized in previous surveys and reports,[1] and it is therefore well known that, in this state, a pattern of school districts was developed which produced not only far too great a number of small districts, but also that these became so well established as to be very difficult to change. Throughout the early years of California history, the usual procedure involved in school district organization included, except in the larger centers of population, the establishment of a new school district each time an additional new school was needed by the growing population. Thus, very few school districts operated more than one school, and for most of rural California, at that time, the school district organization pattern was practically that of a separate school district for each schoolhouse.

This pattern of school district organization has long been recognized as inadequate and in need of revision. In much of California, as in many other states, educational progress has been greatly retarded by a system of school districts designed for an era when almost every child was expected to walk to school. Even though California schools may soon enroll a total of three million pupils, more than one half of the school districts in the state reported for last year an average daily attendance of less than one hundred pupils. A Special Legislative Committee on Education reported in 1920:

Experience everywhere has clearly demonstrated that the school district system is expensive, inefficient, shortsighted, unprogressive; that it leads to unnecessary multiplication of small and inefficient schools, utterly unable to minister to the larger rural life needs of the present; that under it, country boys and girls do not have equivalent educational advantages with the boys and girls who live in the cities; and that it stands today as the most serious obstacle in the way of a needed consolidation and improvement of our rural schools.[2]

Other surveys and reports concerned with problems of the school district organization pattern in California, which have been made since that date, have again emphasized the need for revision. The nature of the needed change has been described as twofold:[3]

1. The educational program for all children in a given area, from kindergarten through twelfth grade, should be placed under the direction of the same governing board and administrative organization.

2. The administrative unit should be sufficiently large that it can efficiently and economically provide the educational program and services that are needed by the children within the area.

The State Commission on School Districts performed a valuable service during its period of existence. It is true that not very many unified districts were formed during that time, but the study meetings, the discussions, and in some counties, the aroused interest in the public schools, made many people realize that the current plan of district organization was far from perfect. The State Board of Education, acting through the Bureau of School District Organization in the State Department of Education, has carried on the program since November, 1949.[4]

The policies of the State Board of Education regarding school district organization indicate that the broad program of the board is to secure the initiation of local action which, with the approval of the electors of the school districts concerned, will lead to the reorganization of local units of school administration in conformity with present-day conditions and standards. The unified school district seems to be the most nearly ideal plan for school district organization. The formation of unified school districts should, therefore, be given every consideration in the studies carried on throughout the state. However, other proposed forms of reorganization (i.e., unionization, etc.) will be given favorable consideration by the State Board of Education when the report indicates the proposal will improve educational opportunity for the children and when such proposed reorganizations do not place obstacles in the way of the future formation of unified school districts in the same area, or in extended areas.

The State Board of Education has adopted four specific objectives in the program of developing school district reorganization.

1. To produce a more effectively coordinated program of education for all levels of the state's public school system through strong local district organization, with single administrative control over all levels of public education in a given area.

2. To provide a more efficient use of public funds, brought about by the creation of school districts capable of furnishing necessary educational services at a reasonable unit cost.

3. To provide a better and more equalized educational opportunity for all children in the state through the creation of school districts sufficient in size to be able to provide curricular offerings and other services not possible under existing organization.

4. To effect as great a degree of equalization of financial resources on the local level as circumstances will permit.

It should be noted that the State Board of Education does not propose to establish fixed arbitrary standards for school district organization. The criteria to be used in measuring the value of any proposed change in district organization are those established by research study. These are not rigid, but provide for each local situation to be considered in its own setting and each proposal made by a county committee is to be considered in the light of its soundness to the local area concerned. Such a specific solution can be arrived at only through impersonal, scientific study and application of the criteria to each local situation in the state. Therefore, studies of local areas are to be conducted by county committees on school district organization.

The California Education Code provides that there shall be a county committe on

[1]Mann, George C., and Oertel, Ernest E., *Study of Local School Units in California:* A Summary of the State Report on the Local Unit for School Administration in California, prepared for the Office of Education, Department of Interior, under the supervision of the California State Department of Education (Sacramento), California State Department of Education, 1937, pp. 1–22.

[2]*Ibid.*, p. 36.

[3]Nuttall, Drayton B., Chief, Bureau School District Organization, California State Department of Education, *California School District Reorganization*, February 1, 1951, to February 1, 1953. California Schools, Sacramento, Vol. XXIV (Nov., 1953).

[4]Excerpts from changes in Rules and Regulations enacted by the California State Board of Education, July 9–11, 1953.

school district organization in each county, with the exception of the county and city of San Francisco. Since each county committee member is elected for a four-year term of office, it is quite apparent that it is the intent of the law that these committees should be organized on a permanent basis. Members of each committee are elected by the school trustees of the county at an election called annually by the county superintendent of schools for that purpose. There may be a total of 5 to 7, or 11 members on the committee, as determined by the school trustees. Most county committees now have 11 members with approximately one-fourth of the membership elected each year. Any qualified elector is eligible to committee membership except the employees of any school district and employees of the office of the county superintendent of schools, but even so, a large number of county committee members are school trustees or former trustees of school districts in the county.

Since the law provides that at least one committee member shall be elected from each supervisorial district in the county, it has become a custom for the school trustees to elect two members from each of the supervisorial districts and one member at large. The actual decision to make a study of school district organization in any county or in any area of a county is the responsibility of the county committee on school district organization. Technical services and resource materials are available from the Bureau of School District Organization in the State Department of Education, from the office of the county superintendent of schools, and from the school administrators of the districts under consideration. When a county committee designates an area for study, each member of the governing board of each school district included in the area defined for study becomes a member of the county committee during the period of study. When the members of the governing boards of the school districts are added to the membership of a county committee for the purpose of making such a study, the committee is then known as an augmented committee.

County Committees Help

These committees have helped lay people in hundreds of school districts in the state obtain much needed information regarding the problems related to school district organization. In an estimated total of more than two thousand committee meetings, trustee meetings, and public meetings concerned with school district organization, the county committees have (in co-operation with the citizens of the school districts) assisted school trustees, school administrators, and local citizens in studying their school district problems. Frequently, after a thorough study by these groups, and with their support and endorsement, the county committee, augmented by the school trustees of the districts under consideration, has prepared and submitted a proposal or proposals for the improvement of the school district organization pattern of the area studied. The Education Code provides that no recommendation for the reorganization of any area may be made prior to the third meeting of the augmented committee which has undertaken the study of the area.

It is necessary that all proposals for school district organization prepared by augmented county committees be submitted to the State Board of Education for its consideration. After the approval of the State Board of Education, each proposal is returned to the county superintendent of schools who is mandated by law to call an election in the area or to refer the matter to the County Board of Supervisors for action as the state code may provide. As the county committees have made progress with their studies of school district organization problems, there has been a growing tendency for school district and county officials to refer all problems involving school district organization to the county committees for examination and recommendation.

The county committees on school district organization, more and more, are studying their own school district and county school problems. About 40 county committees are meeting regularly throughout the state. Four counties now have a county unified district organization for their schools. One county committee has spent a full year studying the district organization pattern of all school districts in the county with the thought of developing a master plan of school districts for the county. Committee members, school officials and local citizens have become very much interested in the county wide study project and, in order to be able to proceed to a successful conclusion, the committee has petitioned a Foundation for funds to assist with the study for a three-year period. This study has, in effect, become a pilot-type project in that a number of other county committees in the state are either beginning similar projects in their respective counties, or are awaiting further developments of the project in this county in order to have data to begin a similar one.

School building approval is given by the State Department of Education only for acceptable attendance areas. Consequently, many districts have joined in building a single school where formerly there were two to four, or sometimes more, separate schools and administrative units serving the area. Every encouragement has been given to develop better attendance centers as a middle step toward formation of unified school districts.

An apportionment law has increased financial incentives for the formation of acceptable unified school districts. Foundation programs are increased for the first five years of existence and the cost of added transportation equipment and the total current expense of transportation for the first year of operation, needed because of the elimination or reorganization of attendance centers, are paid by the state.

In many areas people are beginning to recognize that the establishment of unified school districts in California has resulted in definite, measurable improvement in the operation of schools. Improvements have occurred in the organization of school units, resulting in the elimination of some small schools and establishment of junior high schools or other provisions for improvement in the program for seventh- and eighth-grade pupils. There have been improvements in the training level of teachers employed by the districts. There have been significant improvements in the quality of services rendered to pupils and there have been improvements in the curricular offerings made available in the schools of the new districts. There have been improvements in the general organization and co-ordination of the educational program, and there have been improvements in the administration and business procedures used by the school districts.

Small high schools may no longer be established except through the recommendation of the local county committee to the State Board of Education and approval by the board. Extra benefits for any small high school which may be established are available only upon the approval of the Superintendent of Public Instruction.

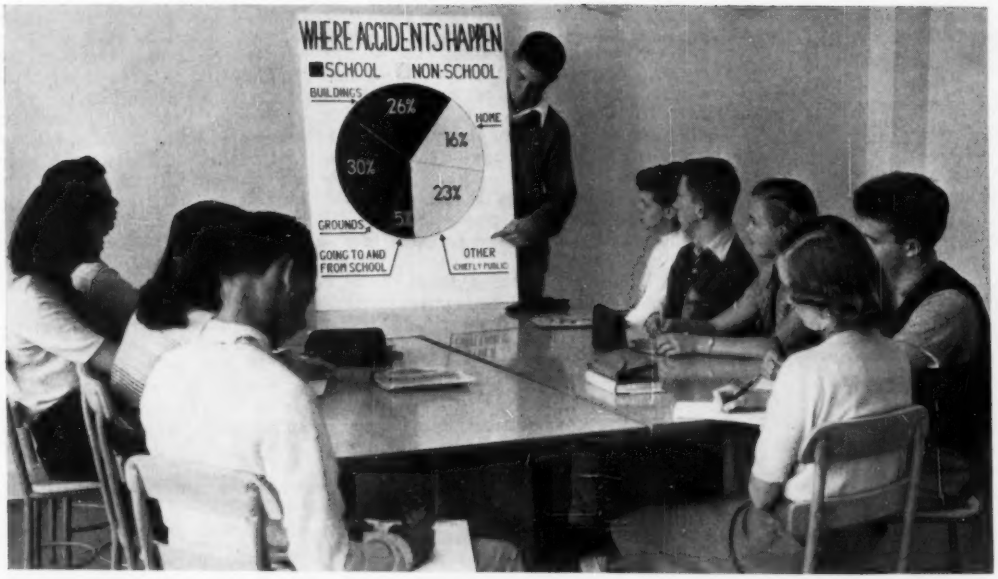
Legislation which kept the component district parts of union elementary districts in existence as separate districts for state basic aid benefits has virtually been abolished. Each elementary school district will soon be required to be in a high school district.

It is believed that legislation may someday be enacted by the state legislature which would materially reduce duplicate financial benefits to small, nonisolated school districts, and the savings thus effected could be used to improve the financial incentives to establish better administrative units.

A Changing Pattern

The pattern of school district organization in California is being steadily changed. The advantages to children in the public schools, as a result of improvements in attendance centers and of increased services, are being recognized. The advantages in school administration, the increased opportunities for local control of the educational program occasioned by the formation of more adequate local units, and the soundness of unified school districts are becoming more and more evident to the people of the state.

The people are now paying a heavy price for their present system of overlapping, complicated, and often ineffective school districts. They cannot continue to pay this price indefinitely for the present system is costing, not only dollars, both directly and indirectly, but is wasting vast potential benefits which are now denied the youth of the state.



In San Francisco,
the board of education directs the drive toward—

Safety in the School

JESS E. RATHBUN

Co-ordinator of Industrial Arts Education
San Francisco Unified School District
San Francisco, Calif.

The San Francisco board of education has taken a significant step in support of school safety by establishing a policy relative to practices and procedures. This action by the board of education signifies a sharing of the concern for safety which tends to stimulate confidence on the part of parents and students, as well as teachers.

Safety in the School, a guide for secondary teachers recently published by the San Francisco Unified School District, is the tangible evidence of a co-operatively planned safety program shared by the school board, administrators, and teachers. *Safety in the School* is a revision of the *Safety Guide for Shop Teachers* published in 1948. In addition to a very comprehensive treatment of safety in the shops, the book contains instructional material and evaluation instruments in the following areas: safety in homemaking, physical education, science laboratories, classrooms, auditoriums, corridors, stairs, school grounds, lunchrooms, and cafeterias.

The San Francisco board of education has made a unique contribution to safety

education in general and shop safety in particular by establishing a definite policy which serves to standardize many practices and procedures. The very fact that the board of education has committed itself to a definite policy in matters of safety tends to stimulate confidence in the entire instructional program. Then, too, a definite stand by the administration and school board removes many of the speculative elements in the program. Even though teachers are well trained in the field of safety education, and this is especially true of shop and physical education teachers, there needs to be a definite policy relative to minimum essentials involving practices and procedures. Important decisions are made as a result of careful study by school personnel and safety engineers familiar with school needs. Once established, such a policy removes the necessity for each teacher to make decisions and formulate isolated policies without the benefits of the advice of qualified safety engineers and a thorough survey of needs on a school-wide basis.

The details of the board of education policy tend to identify areas of responsibility, as well as to define certain practices and procedures. For example, a general system-wide policy covers certain physical and mechanical conditions which are considered important in terms of the safety of students. The responsibility for such items rests squarely in the hands of the board of education and only the board can appropriate funds and authorize installations necessary to comply with the established policy. The administrator, and particularly the school principal, is charged with definite responsibilities; such as, administrative supervision of instruction; condition and maintenance of equipment; enforcement of policy; rules and regulations established by the board of education; assignment of qualified teachers; limiting class size; and general administration and supervision.

The Teacher's Responsibility

The teacher's responsibility is defined in terms of conditions over which he has direct and immediate control. The policy statement makes the teacher responsible for safety instruction; supervision of student activities; condition of materials and equipment; working environment; good housekeeping; enforcement of safety rules and regulations; and reporting injuries.

The best possible professional consultants were used in establishing the provisions of the board of education policy. As one would expect, legal advice was sought. It is the opinion of Irving G. Breyer, legal adviser to the board of education, that thorough safety instruction is necessary, but a good job of teaching safety is not enough. It is necessary, in addition to teaching safety, to have evidence that there has been adequate instruction. Therefore, the board policy provides for the following specific items which tend to emphasize evidence of safety instruction, as well as actual instruction:

1. Every student enrolled in the shop must be given a copy of the safety instructions.

2. There must be a record of the date that each student received a copy of the safety instructions.

3. Each student must pass a safety test and sign an acknowledgment of instruction before he is permitted to use power-driven machinery.

4. In case of injury, all records of the injured and records of the entire class in which he was enrolled must be treated in a prescribed manner.

Safety engineers from the State Division of Industrial Safety and the local chapter of the National Safety Council participated in the study and served as consultants in establishing the safety policy. Teachers and administrators, with years of on-the-job experience, were a part of the team and shared in the formulation of policy and organization of instructional material.

As a result of this study, covering all areas of safety in the school, the board of education has assumed an important role in the total program by establishing a definite policy upon which to build a sound instruetional program, and administrators and teachers have the assurance of well-defined practices and procedures which provide a sound basis upon which to build a safety program.

Examples of Instruction

The following excerpts from the introductory material on the need for safety education in the booklet, *Safety in the School,* indicate rather clearly the board's concern for safety in the San Francisco schools:

Board of Education Policy

The Superintendent and Board of Education are essentially concerned with the safety of the children who are under the jurisdiction of the school. This Safety Guide has been devised in order to guide teachers and administrators so that a maximum effort toward that end may be achieved. It must also be kept in mind that under the provisions of state law the school district is liable for injuries which are the result of negligence on the part of an employee or because of some dangerous or defective condition. It is the opinion of the Board of Education that careful attention to the provisions of this Guide will minimize the number of accidents.

Administration

1. *The Administrative Code and the Principal.* In accordance with provisions of the Administrative Code. the principal is charged with the responsibility for the administration and supervision of a safety program in all shops. This safety program shall provide for the establishment, maintenance, and supervision of instruction; for the care and maintenance of equipment and supplies; and for the enforcement of the policy, rules, and regulations established by the Board of Education or other properly constituted authorities. It is the principal's duty to be ever vigilant in the matter of safety and to make it a subject of conferences with the teachers.

2. *Assignment of Teachers.* In carrying out the responsibilities as stated above, the principal will, of course, assign to shop classes only teachers with appropriate credential, background and training, who are familiar with the situations that may arise in a shop and who are prepared to guard against hazards.

3. *Class Size.* The number of pupils actually working in any one shop equipped with power-driven machinery shall not exceed 26; the maximum enrollment shall not exceed 28 and in no case shall it exceed the number of work stations.

4. *Grade Levels.* In assigning students, the spread of grade levels and skills in any one shop shall be minimized as far as possible.

5. *Preparation of Safety Materials.* The principal shall arrange for the reproduction of safety instructions and tests to be used in the program of safety instruction.

6. *Reporting Hazardous Conditions.* The principal shall report immediately to the Assistant Superintendent of the Division of Buildings and Grounds any hazardous conditions involving the physical plant of the school shop and its surroundings.

7. *Safety Requisition.* If any item of equipment or supplies is needed for carrying out the safety program, the requisition shall be marked "Safety" so that priority treatment will be insured in its handling. Unavoidable delay anywhere along the line shall be reported in writing to the principal. The principal in turn shall notify the teacher that requisition of equipment or supplies for safety education has been canceled or delayed.

Instruction

8. *The Administrative Code and the Teacher.* In accordance with the provisions of the Administrative Code, the teacher shall be responsible for the safety of those working in his shop, safety instructions, supervision of student activities, condition of materials and equipment, general working environment, good housekeeping, and enforcement of safety rules and regulations.

9. *Written Copy for Each Student.* Written safety instructions shall be available to cover the safe use of tools and equipment in every shop. The teacher must prepare the "copy" for duplication, distribute the safety instructions to each student, and explain their use and meaning. The teacher shall keep a record of its distribution including the date of delivery to the student.

10. *Safety Tests and Pledges.* Every student enrolled in a shop must pass a safety test, complete and sign an "Acknowledgment of Safety Instruction and Pledge" form before he is permitted to use power-driven machinery. These evidences must be kept available for a period of at least 90 days after the class has been terminated. Likewise, any other forms of evidence relating to safety instructions of any and all students in the class must be available for a period of at least 90 days after the class has been terminated. If a claim arising

from an injury is filed within 90 days after the injury, all evidence and other material relating to the safety instruction of the entire class as well as that of the injured student shall be made available.

11. *Reporting Hazardous Conditions.* If conditions in the physical plant of the school shop constitute a hazard which is beyond the control of the teacher, he shall report them in writing to the department head and to the principal.

12. *No Class in Shop Without Teacher.* No class shall be permitted to remain in a shop without a teacher. This applies to the presence of students in a shop at any time whether on scheduled class periods or not. In case of emergencies where the regular teacher must leave the class, he must not do so until a relief teacher takes charge, the power-driven machinery is stopped, the source of power is locked, and the students are given assignments that will insure their individual and group safety. If, however, the relief teacher is specifically authorized by the principal to continue the normal operation of the shop, this shall be permitted.

13. *Permission to Operate Machinery.* Students must have the approval of the teacher to operate power-driven machinery. Teachers are responsible for checking the students' work and the machine setup before granting approval to start the machine.

14. *Use of Power-Driven Machines by Students.* No student shall be required to operate a power-driven machine. If a student desire to be excused from operating any power-driven machine, he should inform his teacher.

15. *Pupils Constituting a Hazard.* Students whose conduct or reactions in a shop constitute a persistent hazard to their own safety or to the safety of others shall be reported in writing with full particulars and recommendations to the principal.

16. *Record of Injury.* A record of every injury must be made the day of the injury on the appropriate form.

17. *Eye Protection.* All students engaged in any activity where eye hazards from flying particles or corrosive substances exist shall be supplied with and shall use suitable eye protection. After being used by one student, goggles and eye shields shall be sterilized before being assigned to other students.

Eye protection must be used for the following operations:

- Chipping
- Dadoing and rabbeting when guard is removed
- Grinding
- Metal planing
- Metal pouring
- Metal spinning
- Machine buffing
- Machine wire brushing
- Metal drilling
- Metal lathe turning
- Milling machine operations
- Shaper operations
- Welding

Equipment and Supplies Regulations

18. *Authorized Equipment.* Only equipment furnished or authorized by the Board of Education shall be used by students.

19. *Safety Signs.* Every power-driven machine shall have displayed on it in a conspicuous place a safety sign informing the student that he must have the teacher's approval to operate the machine. (These signs can be requisitioned.)

Eye protection is a must when students in the San Francisco schools (right) are engaged in activities where flying particles exist; and (below) protection against severe burns is essential when pouring molten metal which may spill or splatter.

20. *Machine Guards.* Machines shall be properly guarded. Guards shall be kept in operating positions at all times except for special operations approved and supervised by the teacher.

21. *Machine Out of Order.* When a machine is out of order, under repair, or otherwise in an unsafe operating condition, the power shall be turned off at the control switch, and provision shall be made so that no student can operate the machine until it has been repaired, tested, and approved for operation by the teacher.

Specific instructions for general safety for all shops include:

General Safety for All Shops

1. The master switch must be turned on or off by the teacher only. . . .

10. If you are engaged in any activity where eye hazards from flying particles or corrosive substances exist, use suitable eye protection. . . .

12. Wear safe clothing when working in a shop. Fasten or remove loose clothing before you operate any machine. Roll long sleeves above the elbows. Apron fastenings should be such that they will break if the apron becomes entangled in a machine.

In the area of physical education and athletics, the guide booklet urges these typical precautions:

Safety Instructions for Physical Education and Athletics

1. You must be dressed in the proper uniform before participating in any physical education or athletic activities. . . .

11. When you become fatigued, drop out of the activity and report to your teacher.

12. Report any faulty equipment to your teacher immediately.

Similar specific safety directives point out the path to safer schools for teachers and students in such other departments as homemaking, science, etc., and in such school areas as the classroom, corridor and stairway, cafeteria, and auditorium. A separate chapter on injury reporting sums up the rules for *Safety in the School*, San Francisco's guide to a better safety program.

Equalizing Tax Values in Mineola

H. W. GOODGION

Superintendent of Schools
Mineola, Tex.

Most school board members and school adminstrators are faced today with the problem of raising more money for the operation of their schools. With other taxing bodies they agree that real estate is frequently levied upon unjustly because of inequities in the tax rolls. Many school districts have not attempted to equalize their values since World War II or perhaps even since depression years.

School boards everywhere are aware of the equalization problem and are trying to do something about it. They find that the voters often indicate a willingness to approve a bond issue "if everybody could be made to pay his fair share."

Public officials enter into the task of equalizing values with some misgivings. The job is conceded to be a "hot potato." School boards do not expect to go through with such an undertaking and come out unscathed. Usually an over all increase in revenue stands out as the goal.

Mineola's Experience

It is to be hoped that the experience of the school board and the administration at Mineola, Tex., reported here, and the observations concerning these experiences, will be of value to others who may be considering such a program.

Some two years' work with tax equalization and a sizeable bond issue as the ultimate goal preceded the employment of an equalization engineer. The first step in the effort to increase local financial support came with an election to raise the maximum tax rate from $1 to $1.50 on the $100 value. This election carried by a large majority and without too much effort on the part of the school officials.

About a year after the tax election a new city adminstration friendly to the cause of equalization became interested in a program to be financed jointly by the city and the school district. The idea of financing the project jointly was a natural one because both taxing bodies could thereby save a substantial sum of money. It was also believed that if both the city and the schools were together in the program that a stronger and more united front could be presented to possible opposition. Both agencies were badly in need of increased revenue. However, experience uncovered some objections to the plan, at least on the part of the schools.

It was thought best to obtain as much support for equalization as was possible before going into the project. Accordingly, petitions bearing the names of a majority of the qualified voters were circulated, and later presented to both the school and the municipal board. Little opposition was noted.

Representatives from several evaluation engineering firms were interviewed. Their references were carefully checked and a firm was employed. The local news paper gave good publicity and support. Every opportunity was seized upon to explain the need of equalization to civic clubs, women's clubs, parent-teacher associations, and others. The valuation teams were well received by nearly every property owner. Later, when the new tax notices were sent out, very strong opposition was manifested from several quarters.

Some Objections Noted

While it was expected that some mistakes would be made, some of the difficulties which arose were not foreseen. First, and of paramount importance, was the finding that many taxpayers had supported the idea because of the very human notion that equalization would probably lower their taxes and cause others, who were considered to be too low, to pay more. In many cases the reverse developed.

Second, farm and rural property were in some cases rendered too high. Farmland conditions over the state do not permit values which are even close to uniform. Even though revaluation is done by an expert, it will pay the local board to work very closely with him and to see that the local type of farm economy is taken into consideration in every way. The governing body should closely scrutinize the findings of the engineer before the new values are approved. It is highly important that the engineer have an up-to-date knowledge of local area values.

Third, objections arose because an outside firm was employed to do the work. Many felt that local appraisers were more capable of fixing proper values. Of course, in many communities, it is almost impossible to secure a local appraiser who is competent. The work is controversial and is not relished by resident people.

Fourth, some taxpayers favored a blanket increase for everybody. This method for raising money had been pretty well exhausted. It admits of no inequality in values. It gives no relief to those who are paying more than their share, and does nothing to bring undervalued property up to par.

Fifth, some objection was noted because the city and the schools had joined in the program. To be sure, this arrangement worked to the financial advantage of both bodies. The cost of the work which pertained to properties within the city was shared equally. The school district paid for the work on properties outside the city limits. This observation, however, seems to be in order: The experience here has led us to believe that the possibility which might enable the school district to do a job alone should be explored. Many people do not mind paying the school taxes which provide for the well being of their children. The same people may not support city projects with the same enthusiasm. The new values placed on property usually call for an increase in taxes to be paid to both city and the school district. The taxpayer considers this is a double burden.

Values Were Doubled

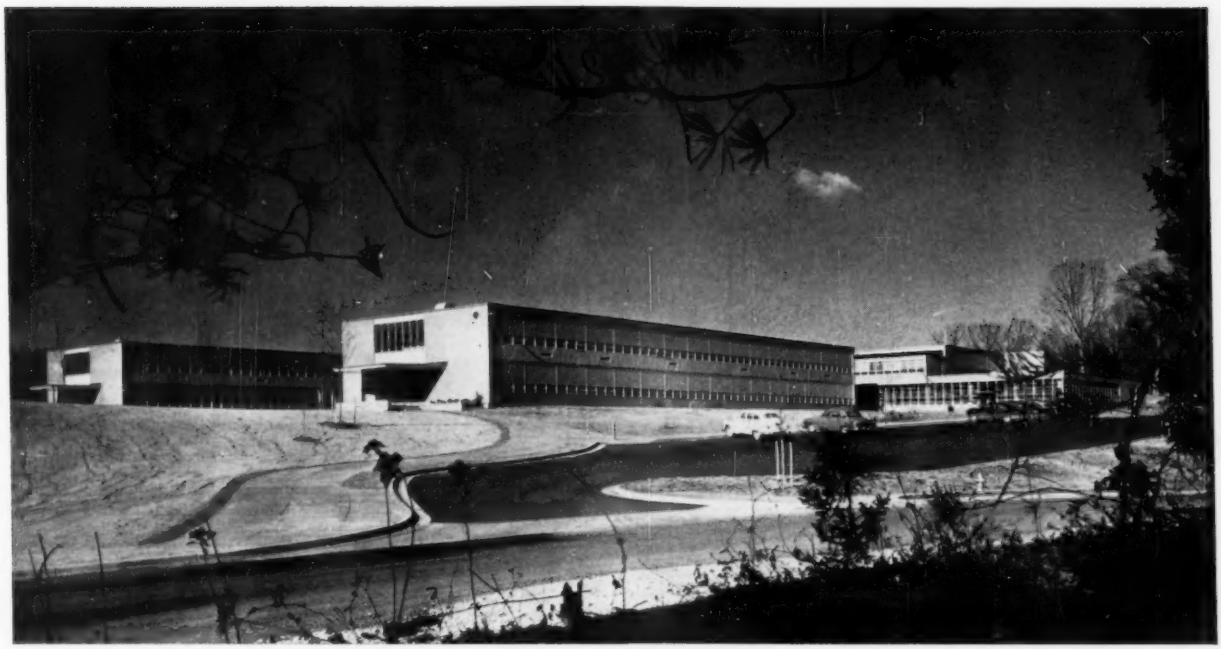
In Mineola, the new values were found to more than double the old. The tax rate was reduced to offset this somewhat; but a second over-all increase was in order for the taxpayer.

Convinced that the objections to the equalization came from a vocal minority, the school board called a sizeable bond election some six months later and gave full interpretation to the need for better school facilities. Qualified voter lists were secured and contacts were made with the voters. Nearly every civic and social club endorsed the election which was to provide money for a complete renovation of all existing buildings and the construction of a new elementary school, new administrative office and tax office, and a new community-center type building for Colored students. The last mentioned was planned to incorporate a gymnasium-auditorium, a cafeteria, a library, and classrooms. The election would provide for the third tax increase in as many years.

The PTA's and other groups helped to get the voters to the polls. The proposal carried by a three-to-one majority. A short time later the board members who ran for re-election had no opponents and were duly re-elected.

The renovation program has been finished. Construction on the new buildings was completed March 1, 1956. The people of Mineola are proud of their schools, and the school board is proud of a job well done.

Williamsburg Junior High School



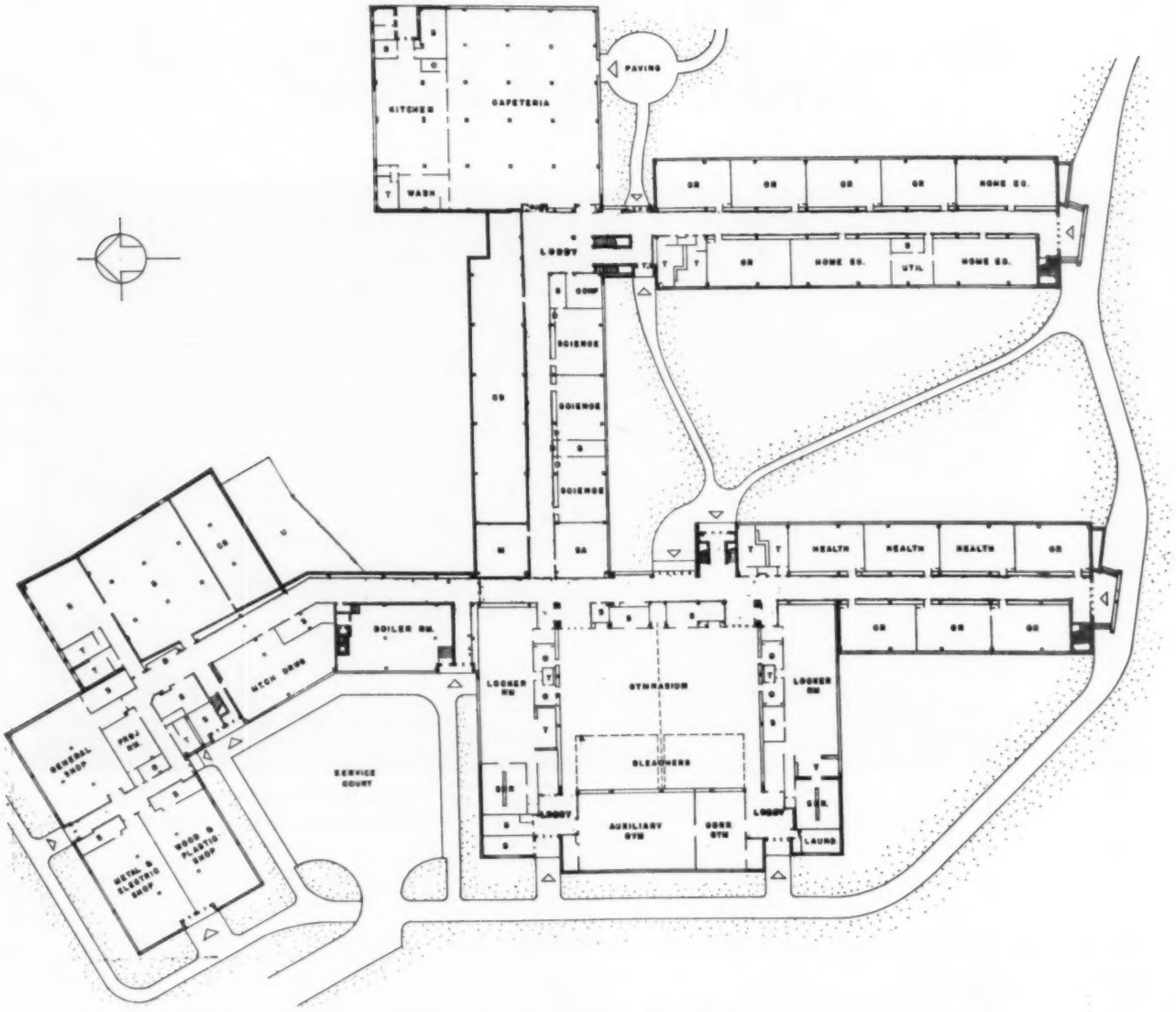
An exterior view of the classroom wings and cafeteria area of the Williamsburg junior high school, Arlington County, Va. — T. Edward Rutter, superintendent; Rhees Burket, architect, Washington, D. C.

To develop in each student his maximum potential in the basic skills is the aim of the new Williamsburg junior high school, an outstanding example of educational environment. . . .

Williamsburg Junior High School, designed for 1200 students, contains 48 teaching stations, including 30 academic classrooms, 3 science rooms, 3 home-economics rooms, and 2 art rooms; separate facilities are provided for boys' and girls' physical education, a choral music room, an instrumental music room, a speech and dramatics room; and 4 industrial-arts laboratories. The library, gymnasium, cafeteria, and auditorium are located for easy access and community use. Administrative offices, clinic, students' store and student activity rooms are also provided.

The 24-acre site contains scattered wooded areas, a football field, a boys' play area, a girls' play area, and a paved area that accommodates four tennis courts.

Construction cost of the building, excluding site work, containing 2,251,000 cubic feet, was $1,921,500. Total cost of the project, including land, architectural and engineering fees, consultants, equipment, legal fees, site work, paving of adjacent street, etc., was $2,470,207.



The ground floor plan of the Williamsburg junior high school, illustrating the arrangement of classroom wings, the cafeteria, gymnasium, and industrial-arts areas

To develop in each his maximum potential in the basic skills is the aim of the school. Creative study programs which stimulate the abilities, interests, and goals of the individual are encouraged.

The library, which is the heart of the program, makes available an education enriched by reading and research. Laboratories for science, home-economics, and industrial arts stimulate further work in these areas. The physical education program emphasizes the importance of healthy habits and well-co-ordinated bodies.

The warmth and friendliness of the building with its attractive use of colors and materials provides an opportunity to appreciate the beauty in applied art of a functional building.

Classrooms are daylighted by improved light diffusing and directional glass block panels above a vision strip of ventilating sash. This window design, developed by Architect Burket, has been widely used from coast to coast. Classrooms will be provided with darkening curtains to permit the projection of visual aids.

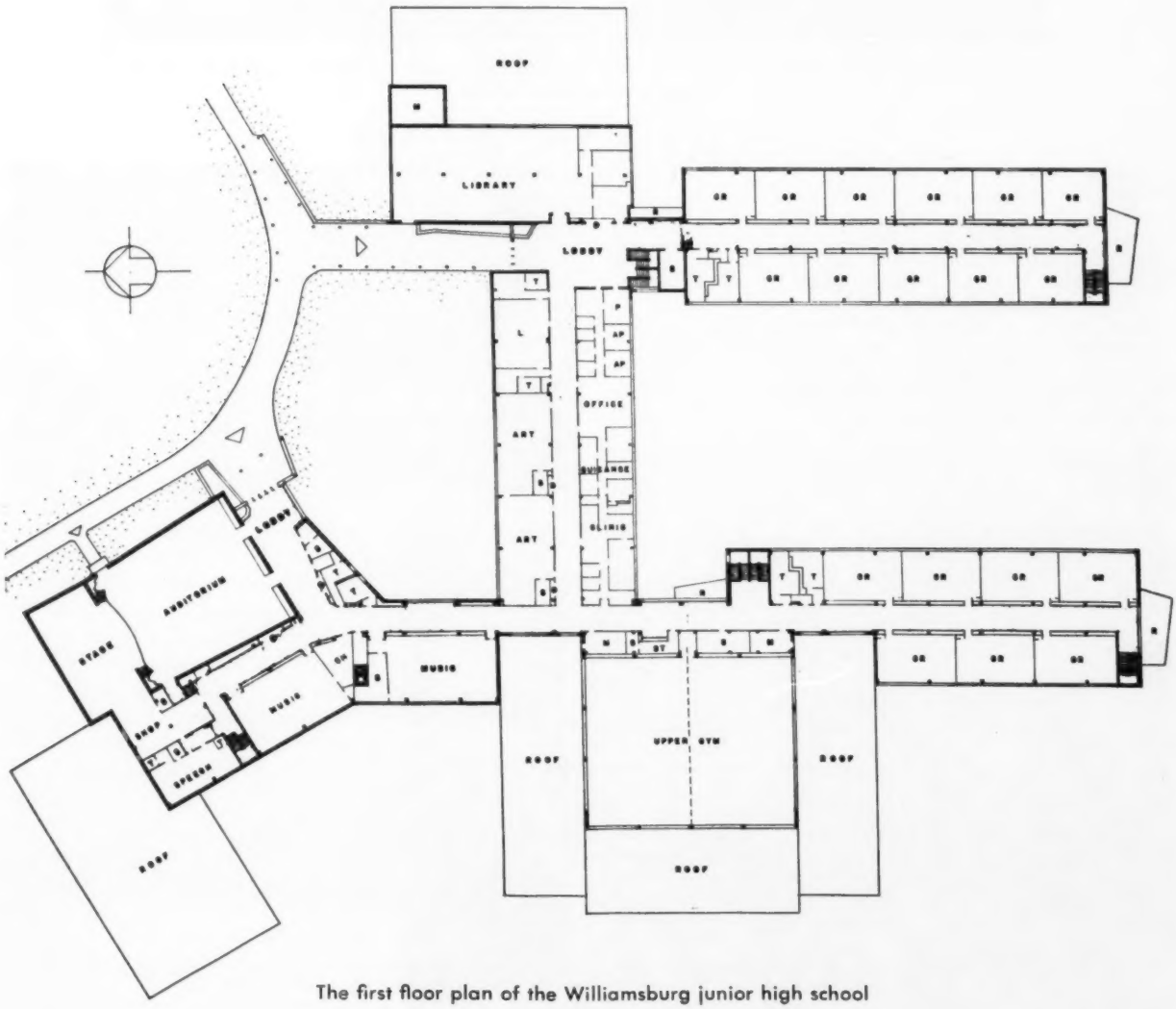
Corridors receive natural light from the classrooms on either side through "borrowed light openings." These openings, glazed with sliding glass, allow effective natural cross ventilation during early summer and fall months.

The library has excellent natural lighting provided by glass block, clerestory and projected windows and plastic skydomes. A pleasant view of the wooded area to the north is seen through the windows of the browsing area.

The stage and its lighting was planned to provide not only a good solution for such a function but also for use as a community facility. The windowless auditorium, seating 580, solves the darkening problem for movies and plays. This simple and plainly decorated space is enlivened

Photos by Fred J. Maroon

A view of the service court of the Williamsburg school



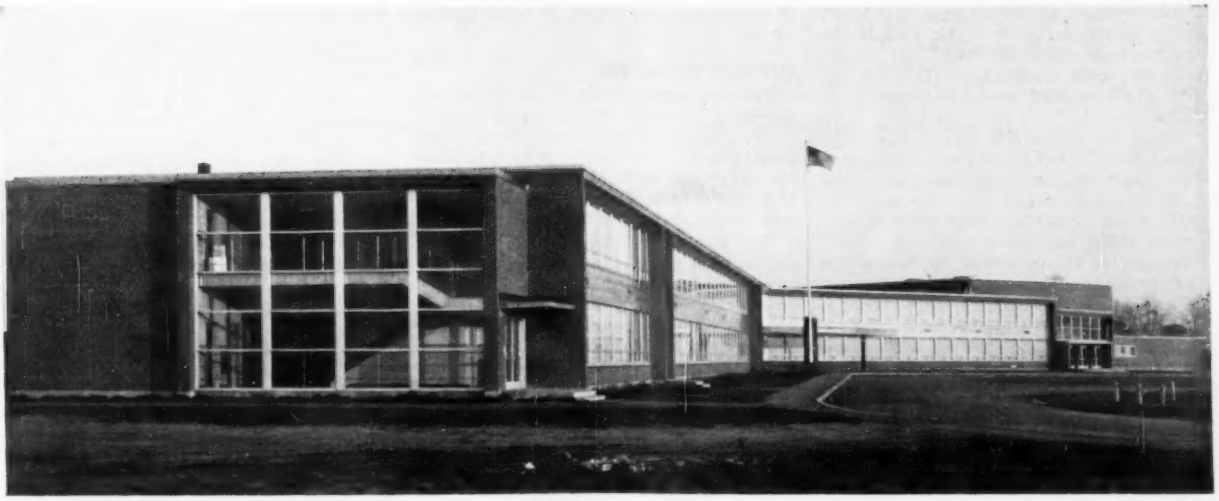
The first floor plan of the Williamsburg junior high school

Unusual and functional, the attractive music room serves the band and choral departments of the school.

by a gay patterned stage curtain and was designed to provide a generous circulation of fresh air and can easily be air conditioned, if desired, at some future date. Porcelain enamel panels used on the exterior give the building a permanently light and clean appearance. Exterior material which require painting are held to a minimum.

Bright and cheerful colors are used throughout in unusual combinations which have received much favorable comment.

The Williamsburg library (above), "the heart of the program" of the school, "makes available an education enriched by reading and research. A typical classroom (left) is daylighted by improved light diffusing and directional glass block panels above a vision strip of ventilating sash and has fluorescent artificial lighting.



Brick, aluminum trim, large areas of glass form the attractive exterior of the Burnt Hills-Ballston Lake high school, Burnt Hills, N. Y. — Ryder and Link, architects, Schenectady, N. Y.

THE BURNT HILLS HIGH SCHOOL

CHARLES F. WILDE

Principal, Burnt Hills-Ballston Lake High School
Burnt Hills, N. Y.

In 1951, the Burnt Hills-Ballston Lake Central School District, which serves the educational needs of an area of about 75 square miles in Schenectady and Saratoga counties in New York, added its first new building since the opening of the central combination school in 1929. The new unit, an elementary school, was designed to meet

BURNT HILLS — BALLSTON LAKE CENTRAL SCHOOL DISTRICT BOARD

Responsible for the planning and building of the new Burnt Hills high school were, left to right: Elmer D. McArthur; Ross G. Cunningham; Axel Frieberg; Bartlett Kimball; Ruth Finkle, clerk; Ralph Palmer, president; Francis L. Stevens, supervising principal.

the tremendous growth in pupil population in the district following World War II. At that time, the enrollment was 1583; the enrollment from kindergarten through the 12th grade of high school now stands at 2550.

When the elementary school was completed in 1951, the board of education was well aware that the available high school facilities would never meet the needs of 1956. Plans, therefore, were immediately gotten under way for a new high school building to accommodate approximately 1200 students.

On February 28, 1953, the people of the community approved a bond issue of $1,980,000. Clearing and grading was begun in the late summer of the same year; the school was far enough along in construction to be ready for occupancy by September of 1955.

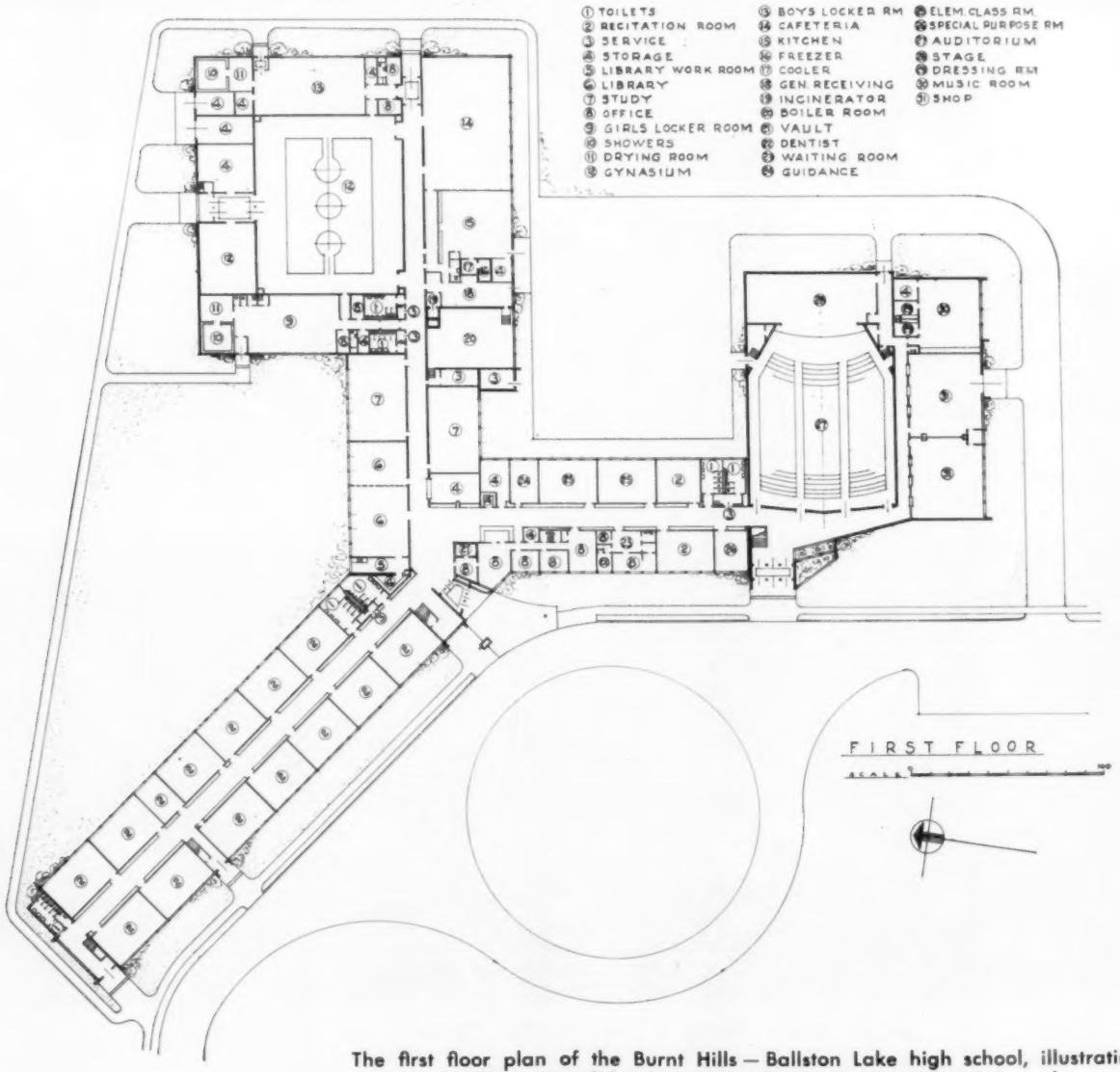
Areas of the School

The contemporary design of the school has been developed with a brick exterior facing and aluminum trim over steel frame construction. The 33 classrooms have plaster walls, applied wood acoustical ceilings, and asphalt tile floors. Wall vector and unit ventilators supply the heating.

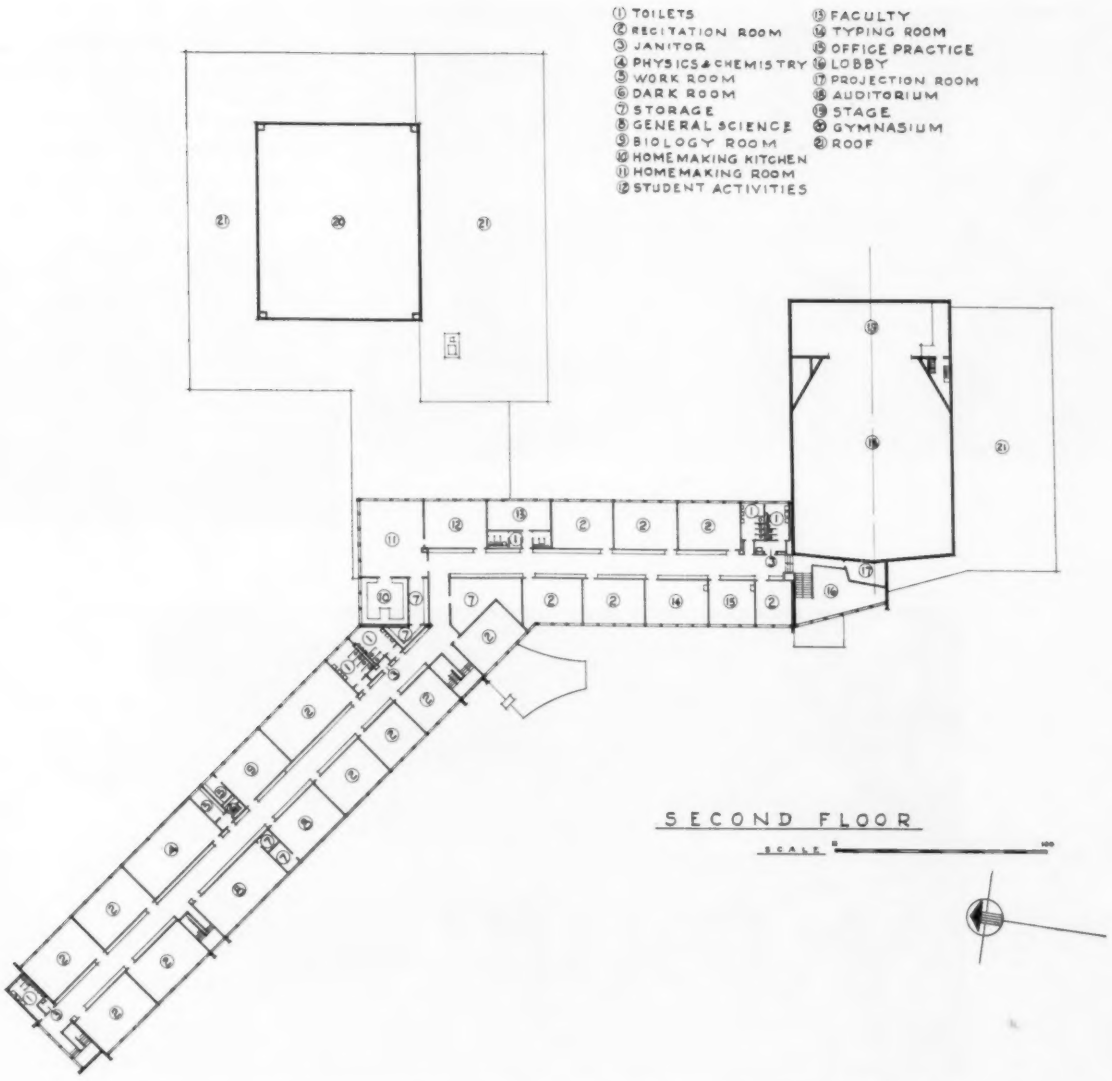
The auditorium, designed to seat 940 persons, has walls of cinder block painted green with paneling of white acoustical material. The rear wall features birch paneling, and similar paneling extends from either side of the proscenium arch covering an area from floor to ceiling and extending a few feet beyond the orchestra pit.

The Gymnasium

The over-all dimensions of the gymnasium are 90 by 76 feet. The main basketball court is 80 by 45 feet. Folding bleachers on the two sides provide a seating capacity of 800. An electrically-driven folding partition divides the gym into boys' and girls' class areas, each having a basketball court with an area of 45 by 78 feet. There is, also, an auxiliary gymnasium for special apparatus work which measures 30 by 25 feet. Storage space is provided by one room for seasonal sports equipment, and two smaller rooms by each coach's office for class clothing and other small items. The outside play and sports areas, when completed, will offer football and soccer fields, baseball diamond, six tennis courts, track and field sports areas, field



The first floor plan of the Burnt Hills — Ballston Lake high school, illustrating the placement of the classroom, administrative, gymnasium, and auditorium areas of the school



The second floor plan of the Burnt Hills plant, designed to serve 1150 students

hockey area, two physical education fields, and a quarter-mile track.

The Burnt Hills high school has four science laboratories — two for general science, one for biology, and one physics-chemistry. There is ample storage space for equipment and material with each room, and in addition, there is a photographic darkroom.

Three rooms make up the commerce suite — secretarial practice, office practice, and typing rooms, the latter designed to hold 50 typewriter desks.

The Homemaking Area

The main homemaking room is designed as a sewing and living room. In addition, there is a kitchen equipped with two electric ranges, two gas ranges, refrigerator, sinks, and adequate wall cabinet space. The third room, the laundry, is equipped with washers and dryers.

Two shops serve the needs of boys interested in the industrial-arts field — one, a general or woodshop, equipped with benches to accommodate 24 boys, plus all necessary power tools. There is also an area for ceramics and plastics. The second room is equipped for instruction in metalwork, auto mechanics, and machine shop.

The music room is conveniently located just across from the stage of the auditorium, making easy access for musicians to the orchestra pit. The room itself offers ample space for band and orchestra rehearsals and has good storage space in the form of wall cabinets.

Guidance Area and Health Suite

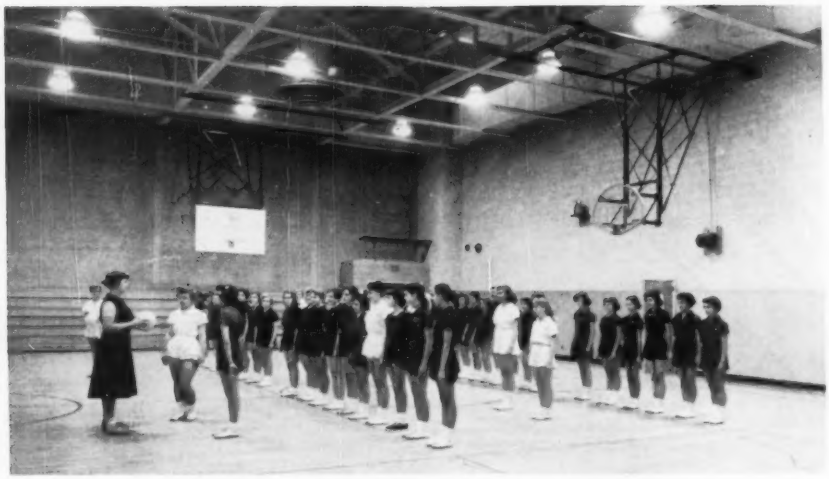
The guidance offices consist of one attractive reception room well equipped for the display of guidance material, two offices for counselors and a room for interviews or testing.

The health department includes a main waiting room, dental hygienist's room, nurse's office, and smaller rooms for storage, physical examinations, testing of hearing, and rest purposes.

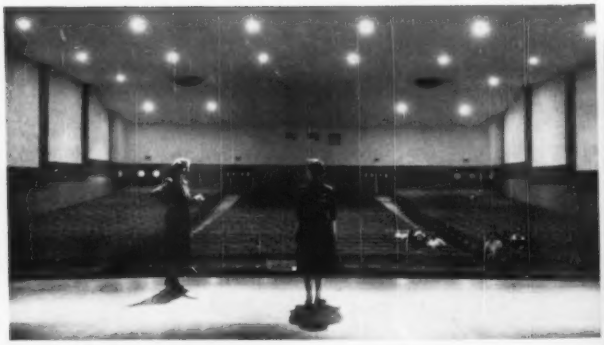
Cost of the School

The Burnt Hills-Ballston high school had a total contract cost of $1,550,000, excluding equipment and landscaping. The square foot cost was $13.75 with a total cost per pupil of $1,535. Equipment for this modern secondary building was $198,000.

Left: the largest room of the homemaking suite provides plenty of well-lighted space for the design and making of clothes. Below: a classroom, temporarily serving as a grade room, with its hardwood panelled rear wall.



The girls' side of the expansive Burnt Hills gymnasium



Two views of the auditorium. Designed to hold 940 persons, it has cinder block walls decorated with side white panels of acoustical material. Right is a view of the stage, showing its elaborate settings.

Library Needs Catch Capital Spotlight

ELAINE EXTON

Rudolf Flesch may think Johnny can't read, but the Congress apparently thinks otherwise if its efforts to enact a Library Services Bill to bring book-borrowing within the reach of millions of Americans now without this opportunity can be considered the criteria.

In its journey through Congress the Library Services Bill under bipartisan sponsorship has already outdistanced emergency school construction legislation which in January many predicted would be the first education measure to come out of the House Rules Committee.

One of 27 similar pieces of legislation introduced in the House in the 84th Congress, H.R. 2840 was selected for reporting by the House Education and Labor Committee in deference to its author, Edith S. Green (D., Oregon), the sole woman member of the committee. It was passed by the House on May 8, 1956, with minor amendments.

At the conclusion of hearings held May 23rd before the Senate Committee on Labor and Public Welfare on H.R. 2840 and its companion bill S. 205 cosponsored by 18 senators, Lister Hill (D., Ala.), who has championed similar legislation in Congress since 1946, optimistically told a group of the bill's supporters: "This time we'll get it through!"

Defining the Problem

As Senator Hill has emphasized "in spite of its importance to democracy the public library, like the public school, has been neglected." The consequences of this neglect were tellingly brought out in testimony by a stream of witnesses before both the House and Senate Education Committees.

These hearings developed, for example, that about 27 million Americans, some 90 per cent of whom live on farms or in small communities, are without access to libraries of any kind. To an additional 53 million citizens only substandard or inadequate public-library facilities are available.

Of the some 3000 counties in the United States, 404 — roughly one out of seven — were reported to have no public libraries at all within their borders. Even in the three states — Delaware, Massachusetts, and Rhode Island — where public-library facilities are reputed to reach every resident much of the service was said to be below standard in quality.

Testimony brought out that 60 per cent of the 7500 public-library systems in the United States now have less than $4,000 annual support for operating expenses, 77 per cent less than $10,000. The present national per capita operating expenditure for public-library service is 96 cents, although $1.50 in annual per capita expenditure is the minimum the American Library Association considers adequate for this purpose.

On June 6, 1956, the Congress passed the Library Services Bill. The enactment of this legislation represents a significant landmark in educational progress in the United States.

Thus, as L. Quincy Mumford, the Librarian of Congress, puts it: "Millions of people, in effect, get little opportunity through their lives to do much reading beyond their school textbooks, their local newspapers, an occasional magazine, and perhaps the mail-order catalogs." He finds this especially serious because "for most people the public library is the chief — and sometimes the only — means of carrying on their education after they leave school" for he stated that "it is the adjunct of our free public-school system and as such is vital to the maintenance of the American tradition of independent thought and action."

The Library's Role in Education

That popular education cannot be complete without library facilities was argued by Congressman William M. Colmer (D., Miss.) among others. Calling the public library essential to the process of education, he said: "Children need to have access to a public library to supplement their school work and to provide them with reading materials during the vacation period.

"Young people need guidance in vocations and other areas as they grow. Businessmen need the ready reference material provided by an adequate and efficient public library. Adults should have access to a public library which provides the one opportunity for continuing education throughout life regardless of the amount of formal education they have had."

Reporting that "the tremendous increase in the educational level in this country is sending more and more people to libraries," John S. Richards, President of the American Library Association and the Director of Seattle's Public Library, moreover maintained that the growing enrollment in high schools (7,960,000) and colleges (2,500,000) which will be increasingly expanded by the high birth rates in the early forties "multiplies the potential users of our public libraries and the demand for good library service."

Witnesses described the tax-supported library as a bulwark for democracy that affords a free, impartial source of information to which the citizen can turn for help in understanding contemporary problems and evaluating propaganda. Terming the public library "the one free channel of information to the adult world" in his exposition of this viewpoint, Congressman M. G. Burnside (D., W. Va.) emphasized: "It has no axe to grind, no special interest to promote. Its mission is to provide the information which a people in democracy must have to make intelligent decisions. . . . Modern mass communication media has not displaced reading, but has increased it and the need for it."

Still others pictured first-class library service as a dependable ally in helping to reduce juvenile delinquency and an effective antidote for counteracting overexposure to horror comic books and crime shows on radio and television programs.

The Current Legislation

H.R. 2840 and S. 205, its Senate companion, designed "to promote the further development of public-library service in rural areas" of less than 10,000 population authorize an annual appropriation of $7.5 million for a five-year period on a federal-state matching basis. This sum, roughly 3 per cent of the $240 million the American Library Association estimates as the annual cost of a minimum library program

for the nation, was made the focus for some interesting comparisons by the measure's proponents.

Mrs. George Wallace, a trustee of the Fitchburg (Mass.) Public Library described it as "less than one-twelfth of what America spends annually on comic books," Congressman Carl D. Perkins (D., Ky.) said "this is just a fraction more than it costs to build one B-52 bomber," while Congressman Phillip Landrum (D., Ga.) pointed out "the budget request of the Administration today for funds to support overseas library services is $14.7 million annually, or almost exactly twice the sum which we seek to serve our own people of America."

The per capita cost of the bill was put at five cents by Congresswoman Edith Green, H.R. 2840's sponsor, "the cost of one package of chewing gum," or "a bottle of soda pop once a year" in the words of another advocate.

Under the terms of this legislation the Virgin Islands would receive an initial payment of $10,000 and all other states and territories, regardless of population or present library facilities, would get a basic allotment of $40,000 — the minimum which the American Library Association judges necessary for an efficient library administrative unit to carry out the provisions of the bill.

Each state would be eligible to obtain an additional sum based on the ratio that its rural population bears to the rural population of the nation. To secure this payment the state must match the federal grant with state and local funds on the basis of the per capita income of the state as compared with the national per capita income. The measure stipulates that the federal share for this purpose should not exceed 66 per cent nor be under 33 per cent and prohibits the use of federal money for the purchase or construction of buildings or the buying of land.

The provisions of the bill give special consideration to the states with large rural populations where library service is nonexistent or inferior — a condition that is not unique to any single state or region but spreads across the nation. Through its distribution formula, North Carolina, for example, with a high percentage of America's rural families — 4.8 per cent — would be eligible to receive a federal grant of $303,534 provided it puts up 34 cents in matching funds for every 66 cents received from the Federal Government.

Kentucky, with 3.3 per cent of the nation's rural people, would obtain $220,815 providing it contributes 34 cents for every 66 cents of federal money. Michigan, on the other hand, with has a relatively high per capita income but practically the same percentage of the rural population as Kentucky would get $219,584 in federal money for expending 57 cents for each 43 cents of federal funds received.

Of the seven Congressmen who expressed opposition to the measure during the House debate, Representatives Leo Allen (R., Ill.), Noah Mason (R., Ill.), and Sam Coon (R., Ore.) denounced it as an encroachment on states' rights; Congressman Laurence Curtis (R., Mass.), Samuel K. McConnell, Jr. (R., Pa.), and John Heselton (R., Mass.) contended that all states could provide adequate rural library services for their people if they wished; and Congressman Ralph W. Gwinn (R., N. Y.) objected at "six of our industrial states being forced to provide 57 per cent of the proceeds to be distributed," complaining that New York "must put up . . . a total of $1,834,000 to get back $249,000 for libraries . . . $6 for every $1 we get back."

The legislation provides for state administration by the state library agencies and federal administration through the U. S. Office of Education which has a Library Services Section headed by Ralph M. Dunbar, this section could administer the responsibilities the bill assigns to the Office. In a letter addressed to the Chairman of the Senate Committee on Labor and Public Welfare, Secretary of Health, Education, and Welfare Marion B. Folsom recently wrote: "We believe its (the bill's) administrative provisions to be sound and workable, and are prepared to carry out these provisions with dispatch if the bill should be enacted."

As a safeguard against federal interference the "Declaration of Policy" enunciated in the Library Services Bill succinctly states: "The provisions of this Act shall not be so construed as to interfere with state and local initiative and responsibility in the conduct of public library services. The administration of public libraries, the selection of personnel and library books and materials . . . the determination of the best uses of the funds provided . . . shall be reserved to the states and their local subdivisions."

To participate in the program each state would be required to submit a plan of rural library development and improvement to the U. S. Commissioner of Education for approval. The state agency would have complete authority over the preparation and execution of its plan and could use whatever method for extending public-library service it considers most advantageous. The measure is intended to encourage organizing small local or county libraries into larger regional service units to make possible broadening the tax base and the creation of a stronger library system.

Special Governmental Structural Organization for Administering the Three Parts of the State Program of Publicly Supported Libraries

Parts of the State program of publicly supported libraries	Services directed primarily to—	State boards[1] required in governmental structure to administer services	Local boards[1] required in governmental structure to administer services	Distinctive structural characteristics
Part I.—State governmental libraries.	Executive, legislative, and judicial branches and independent agencies of State government.	Governing boards to operate the libraries.	None	State control and operation of libraries. No local administrative agencies required.
Part II.—Public school, State college and university libraries:				
a. Local public school libraries.	Pupils and faculty of local public schools.	State board of education to provide regulation and leadership for the State system of public schools, including the school libraries.	Governing boards to operate the local public schools including the school libraries.	Local operation and management of schools, including libraries; statewide regulation and leadership for the State system of schools, including libraries.
b. State college and university libraries.	Students and faculty of State colleges and universities.	State board to provide regulation and leadership for the State system of colleges and universities including libraries. (In the absence of such a board the State legislature exercises this responsibility.) Institutional governing boards to operate the State colleges and universities including the libraries.	None	Institutional control and management of individual college and university libraries and statewide regulation and leadership for the system of colleges and universities including the libraries.
Part III.—Local public libraries.	The general public	Public library extension board to provide regulatory leadership services to the governing boards and staffs of local public libraries.	Governing boards to operate the local public libraries.	Local operation and management of public libraries and State leadership and regulation for the State system of local public libraries.

[1] Boards are generally employed to operate and regulate educational institutions; individuals are occasionally vested with such responsibilities.

KEY TO CLASSIFICATION OF BOARD RESPONSIBLE FOR PUBLICLY SUPPORTED LIBRARIES

A governing board is responsible for the direct operation of one or more institutions (a library may be an institution or a component part of an institution); A regulatory leadership board heads a State system of institutions which are operated by governing boards; and a dual purpose board has both governing board and regulatory leadership board responsibilities. (It operates one or more institutions and heads a State system of institutions which are operated by governing boards.

State Public-Library Systems

Through a happy circumstance a new 85-page study dealing with the structure and control of publicly supported libraries at the state level which describes the legal status and primary functions of the public-library extension agencies that would carry out the provisions of the Library Services Bill progressing through Congress has just been released and is now available for purchase from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. (price: 55 cents a copy).

Tracing the development of public-library extension agencies *The State and Publicly Supported Libraries* by three U. S. Office of Education specialists — Fred Beach, Chief of State School Administration, Ralph Dunbar, Chief of Service to Libraries, and Research Assistant Robert Will — declares: "State leadership was needed to close the gaps in library service and to foster the continuous improvement of public libraries everywhere in a state.

"Massachusetts established the first (such agency to provide leadership and regulation for local public libraries) in 1890. . . . By 1949, when Arizona pro-

(Concluded on page 52)

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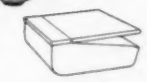

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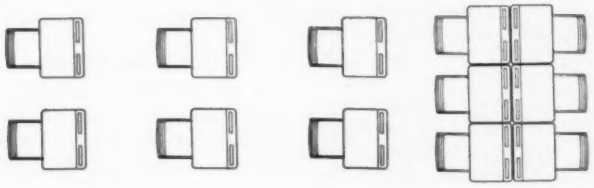

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THE AMERICAN
School Board Journal
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A Guest Editorial —

IDEOLOGIES, PRACTICAL MEASURES, AND SCHOOL BOARD MEMBERS

Every practical social program is made up of a group of ideas and a number of practical measures. Though oftentimes it is only the practical measures that are discussed, the committment to certain underlying ideas may be more important. This is especially true in education and more particularly with school board members.

Ideology and Practical Measures

Practical educational measures are nearly always an expression of an ideology. The practical measure may be the entering wedge of the ideology. If board members will always insist on a clear statement of the purpose of a school measure, and how it will be achieved, a clearer revelation of the controlling ideas will be manifest. The idea of large classes may be proposed presumably because of increasing population, or it may be the more ready instrument for propaganda. So similarly, the introduction of controversial issues may be in the interest of training in thinking through objective analysis, or it may be the means of introducing alien ideas. The nature of the curriculum will reveal whether teaching or learning is more important; whether tradition will serve as foundation, or whether the discussion will be rootless.

Ideology and School Policy

But even more significant than the ideological implications of a specific measure is the general ideology underlying the school policy. This may be unconscious or it may be deliberate. It may have been thought out, especially by the superintendent of schools, or it may have been absorbed at a school convention and from the literature of the educational associations. It may be, too, merely the fashion of the day.

Communist Propaganda as Illustration

The great effectiveness of Communist propaganda is due in great part, at least after careful planning, to its concern with practical humanitarian or social welfare measures which do not reveal in themselves the Communist ideology. This is the technique for the fellow travelers.

Various Ideologies

We shall see the situation more clearly if we look back to see what we have been doing, and to look about us to see what we might be committed to. A source of information that might be used is, what is happening in the professional schools of education and in the state certification laws. Those interested in the quality of education given in that great institution of our community life, the public schools, should be greatly concerned about the prevailing ideologies with which teachers are impregnated in schools of education, and those underlying our certification laws.

Education as Adjustment

Let us go back first to the twenties. The most popular educational shibboleth of the day was adjustment — and sometimes with the adjective "social" adjustment. In its less developed forms, adjustment was a hangover from the evolutionary hypothesis: adjustment of the child to his environment that was the educational purpose; and the prevailing conception of man as an animal organism to be adapted to his environment, was the basis of practical educational measures. Yet one can hardly believe that school board members were consciously endorsing such a policy in the practical measures they passed.

The Individual and the Race Ideology

Earlier, the Herbartians' influence in American education was strong after the McMurrays and De Garmos returned from Germany. One of the dominant educational ideologies of the time was the culture-epoch theory of the Herbartians. Spencer's formulation was in the simpler form, that the education of the child must accord in both mode and arrangement with the education of the race considered historically. Or in terms of knowledge that the genesis of knowledge in the individual must accord with the genesis of knowledge in the race. So school curricula set up activities in which the individual passed through his pastoral stage, his agricultural stage, and later the industrial stage. Happily this theory was rejected. The Herbartians modified the theory by saying that it was the cultural products of these stages that should furnish the educational nutriment for the child in his development. How many school board members at the beginning of the century knew that this was the basis of the practical measures they adopted?

Community and a Totalitarian Ideology

More recently an educational ideology developed which lost the individual child and set up the community as the end of education. The individual was to be sacrificed to the community. They found expression in various practical interpretations and misinterpretations of Dewey's philosophy and found expression in that immense and powerful organization, the American Association of School Administrators (NEA) in their publication "Schools for a New World." A sample sentence declared:

> If our civilization endures, it will be because community becomes both a primary and an ultimate functional entity — an end in itself (p. 44).

This is a very thinly disguised expression of a totalitarian ideology or statism.

A Revolutionary Ideology

There was another ideology definitely revolutionary in character which infected educators and schools whose center was Teachers' College, Columbia, whose high priest was Prof. Counts, now converted and whose bible was his "Dare the Schools Build a New School Order." This was to change our social order through the teachers in the school, who were without mandate or competence to do it. Only a rare school board was bamboozled by this ideology, and some of them later renounced it.

Life-Adjustment Education

Until quite recently the popular educational ideology was "Life Adjustment": now happily passing into eclipse. The original basis of this ideology was some statistic alleging that the schools were not doing anything for 60 per cent of the children of high school age. What the school was offering was not suitable. The children should be given an education or training, rather, for life adjustment, largely vocational in character. The ideology was actively promulgated and stimulated by the United States Office of Education, and by the National Association of Secondary School Principals (NEA). The original momentum was great and this training was then proposed for all students. Thus was education diluted, and produced what was called the "diminished mind." School board members were at least accessories after the fact in some communities.

Reconstruction

A new educational ideology, called "Reconstructionism," would take the place of the declining influence of Deweyism. I can

(Concluded on page 50)

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IDEOLOGIES

(Concluded from page 48)

give you best a brief statement of it from my *Philosophy of Education*: This is it:

RECONSTRUCTIONISM (Educational). Reconstructionism identified for the present with the name of Theodore Brameld is the newest formulation of a radical social-educational theory. It is future directed and considers itself a further step in the evolution of Utopian thought, in which it includes the names of Owens, Bellamy, Marx, and Engel. Educators of the past have been apologists of the social order, free enterprise, etc. Now they must challenge the premises of the social-economic order for a proper educational orientation if indeed education must not itself do the challenging. The school is the social vanguard. Contemporary social practice will be reorientated within the framework of a future, thorough reconstruction of the social order, achieving nonconformity, federal control, and support of education, "majority-established discipline," education controlled by soviets or councils of students, of teachers, of administrators, of service employees, of parents, and an all-school council with elected delegates from each group, and of course the individual with no mind of his own but a "revitalized group mind." The renascence of culture following upon reconstructionism must necessarily be international, not merely national.

The educational system that would be organized can only be described in the language of Mr. Brameld (*Patterns of Educational Philosophy*, p. 662): "An educational system (a) supported heavily by federal taxation, supplemented by local resources, and controlled by the service state; (b) offering completely free universal education from the nursery school through the university and adult levels; (c) gearing curriculums, teaching, guidance, and administration to the purposes of the economy of abundance, service state, scientific society, and esthetic order; (d) bringing newspapers, radio chains, and other instruments of public enlightenment into direct cooperation with education and under similar controls."

Reconstructionism is a hodgepodge of democratic, Utopian, progressive, socialistic, and communistic thought presumably based on majority rule, social consensus, and group dynamics. It can result only in a further demoralization of all education however controlled.

Happily the evil potentialities of this ideology had been discovered by a number of people, and hence its influence may be limited. But school board members must be aware of the dangers and be on guard in connection with the practical school measures. Prestige is added to such a movement by the fact that the author is a professor of education in a leading university (New York University) and publishers print the books and advertise them. University professors presumably base their work on careful investigation, fair consideration of negative or opposing ideas, verification of data, but the research does not reveal such qualities, but assumes truth is merely a consensus of opinion — and declares this as a principle:

The principle of truth seeking as social consensus may be defined, in preliminary fashion as follows: the truth of those experiences most vital in the social life of any culture are determined, not merely by the needful satisfactions they produce but also by the extent to which they are agreed upon by the largest possible number of the group concerned. Without this factor of agreement or consensus the experience simply is not "true" (Brameld's *Patterns of Educational Philosophy*).

Thus, too, is philosophy, even pragmatism and the search for truth thrown out the window. And thus is a hodgepodge made the basis of education. This will in some places be the ideology at the basis of practical school measures aimed to replace Dewey. And the last state of that man will be worse than the first.

School Board Members on Guard

School board members might very well be surprised to know that such a so-called philosophy exists, that publishers will publish the "stuff" and universities will engage men to give such pabulum as a substitute for education and learning. But such is the fact and the most useful school board members to the American way of life will be the ones who are concerned with the ideologies underlying the so-called "merely" practical measures they are asked to pass.

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S-63

SCHOOL LAW NEWS

Schools and School Districts

A school district is a distinct and separate municipal entity. — *Town of Greenfield* v. *Village of West Milwaukee*, 75 Northwestern reporter 2d 424, 272 Wis. 215.

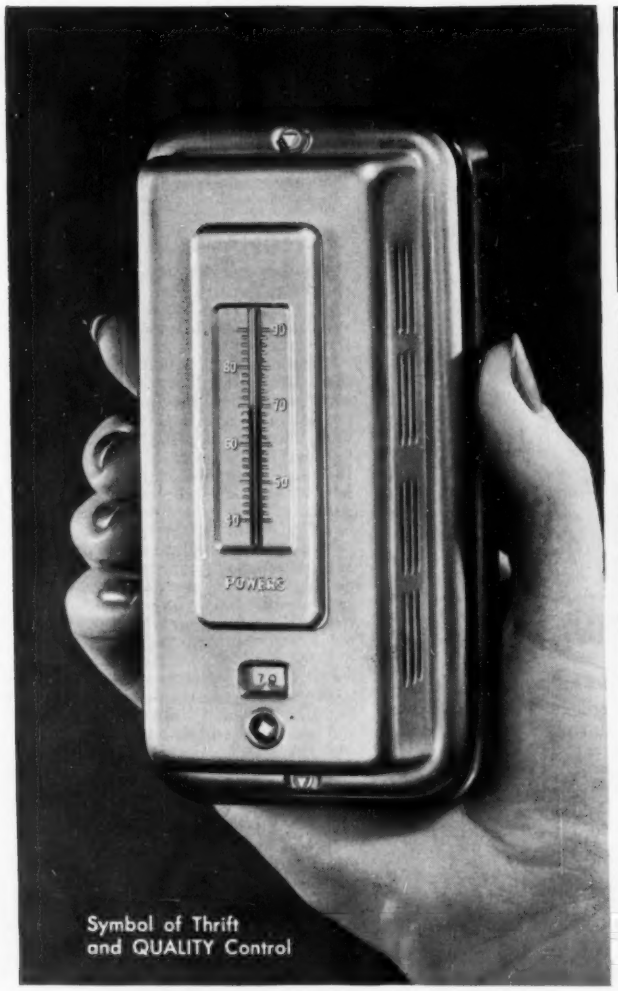
The state of Nebraska is supreme in the creation and control of school districts and may, as it thinks proper, modify or withdraw any of their powers or destroy such districts without the consent of the residents thereof, or even against their protest. R.S. Supp. 1953, § 79–420. — *Schutte* v. *Schmitt*, 75 Northwestern reporter 2d 656, 162 Neb. 162.

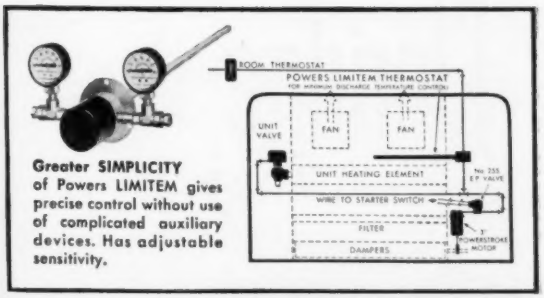
The fact that every detachment of territory from a school district results in the loss of tax base valuation and income to such district cannot be considered as preventing detachments and annexation. S.H.A. ch. 122, § 4B–1 et sq. — *Community Unit School Dist. No. 6 of Macon and Christian Counties* v. *County Board of School Trustees of Sangamon County*, 132 Northeastern reporter 2d 584, 9. Ill. App. 2d 116, appeal transferred 128 Northeastern reporter 2d 898 6, Ill. 2d 320.

School District Government

A duly constituted school board, established by special law, is part of the executive department, but when such a board operates a public school system under general powers given to it, it exercises more than merely administrative functions for it has certain powers of legislative character and other powers of quasi-judicial character, such as passing upon discharge or demotion and conducting hearings after proceedings are commenced concerning charges against a teacher. M.S.A. § 130.26 — *Frisk* v. *Board of Education of City of Duluth*, 75 Northwestern reporter 2d 504, Minn.

Administrative officers of public school systems have been delegated general powers to determine matters of policy in the administration of school affairs. M.S.A. §§ 125.06, 130.26. — *Frisk* v. *Board of Education of City of Duluth*, 75 Northwestern reporter 2d 504, Minn.





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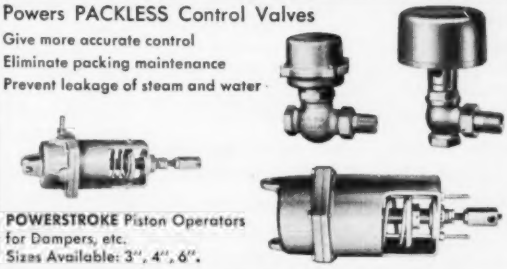

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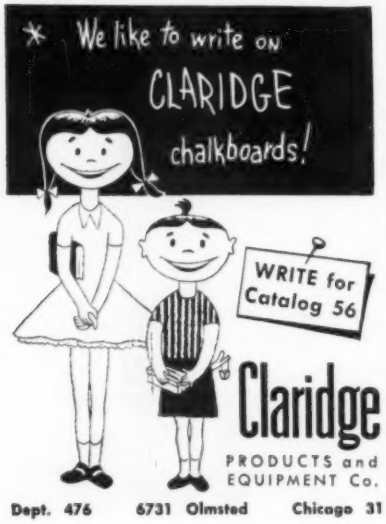

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LIBRARY NEEDS

(Concluded from page 46)

vided for a public library extension agency, the basic framework for state systems of public libraries existed in the 48 states." All states but Utah now have the machinery for administering the Library Services Bill.

Asserting that "no other official agency is so strategically situated to widen the library opportunities for all the people and to continually improve public library services" their survey explains: "It must plan the state program of public library development, conduct basic research on library problems, render consultative services on library operations, and continually keep appropriating bodies and the public informed of the essentiality of dynamic library service.

"The extension agency, furthermore, develops, establishes, and enforces standards for libraries and librarians, and administers state (and federal) aid funds. In certain areas of the state where no organized library service or inadequate service exists, the extension agency provides library materials by bookmobiles, supplementary services, and demonstration or pilot centers."

Public Education Comparisons

Describing the public-library extension agency as "the keystone in the structure of the state system of public libraries, just as the state department of education is the keystone in the structure of the state system of common schools, his report comments, "in fact, the functional similarity of these two agencies has occasioned 10 states to name the State Department of Education as the public library extension agency."

Favoring this method is the fact that since "in every state the state board of education and/or the chief state school officer have been delegated responsibility by law for libraries in the public schools . . . they do not take on a wholly new kind of responsibility when public library extension is added."

Another advantage is found in the fact that "public libraries are essentially educational institutions and specialized staff services in buildings, business administration, curriculum, and other areas are available which might not otherwise be economically feasible." On the other hand the possibility that such an arrangement might result in a subordinate position for public-library extension service that might not foster vigorous action is sometimes used in argument against this plan.

According to Messrs. Beach, Dunbar, and Will, as with the common schools, state legislatures generally have placed control of the public-library extension agency in a board rather than in an individual. They report that 41 of the 48 states have established boards for this purpose, while 7 provide for an individual policy-making agent.

These authors note that, although having a similar potential, state boards for public-library extension have more slowly extended their influence over the state public-library system than have state boards of education over the state system of public schools. They believe this new legislation will serve as a powerful incentive to the fuller development of these library extension agencies and the consequent enrichment of library services throughout the United States. Passage of H.R. 2840 could mean that many rural schools across the nation would obtain library service that never received it before.

LOS ANGELES PROGRAM

The Los Angeles school building program, now being financed with the $133,000,000, approved last year by the voters, is moving ahead at top speed, according to Supt. Claude L. Reeves.

Classroom facilities for school children from the kindergarten through junior college, are being rushed to the construction stage by the architects. A total of 81 projects have been initiated since the program was begun last year, representing a total of $30,000,000. Included in the projects are 14 elementary schools, 6 junior and senior high schools, and rebuilding projects for junior colleges, as well as additions to existing schools.

In addition to projects in the planning stage, 344 classrooms have been completed and occupied. These classrooms in elementary, junior, and senior high schools, were constructed last fall in an emergency program to reduce half-day sessions in critical areas.

Already under construction are $35,000,000 worth of new buildings representing the final projects in the construction program approved in 1952. The total bond issue for elementary and secondary schools amounted to $130,000,000 which was allocated for the construction of new classroom facilities for thousands of school children.

EXPAND SCHOOL FACILITIES

In Hamilton, Ohio, it has been necessary to greatly expand the school facilities due to the rapid enlargement of the Lockbourne Air Force Base in the immediate vicinity. Two years ago a $150,000 addition was erected to the elementary school building. A new elementary building to cost $338,000 is at present under construction, which will house the children living on the Base. Four hundred additional federal units have been approved and will shortly be erected on the base. This will mean an addition to the new building. An intermediate or junior high school is being planned to relieve the high school situation.

EXTENSIVE BUILDING PROGRAM

The board of education of Findlay, Ohio, is engaged in an extensive building program which is nearing completion. A six-room addition to one elementary school, and a new 14-room elementary school, will be completed and occupied in September, as the first step in a $2 million expansion program.

Plans have been completed for additions to two junior high schools, to include a gymnasium, a cafeteria, a kitchen, industrial-arts-and-crafts department, music rooms, general science laboratories, and six classrooms. Contracts will shortly be awarded for new general purpose rooms and kitchens at two other elementary schools.

SUCCESSFUL BOND ELECTION

The Tryon administrative unit, Tryon, N. C., held a school bond election in October, 1955, at which time the residents approved a bond issue to finance a number of building projects. The success of the election was attributed to the fine work of the Citizens Committee for Better Schools, a group organized at the request of the school board.

Construction work has already been started on the new building.

PERSONAL NEWS

★ TOM F. PARK, JR., is the new superintendent of schools at Hornersville, Mo.

★ ORWIN L. WHITE has accepted the superintendency at Crawford, Neb.

★ J. D. BOONE, of Alto, Tex., is the new superintendent at Yorktown.

★ H. P. GRAEBER is the new superintendent at Conrad, Iowa.

★ HAROLD C. WENBERG, of Carlisle, Iowa, has accepted the superintendency at Hedrick.

★ LOWELL DENNY, of Lakeport, Calif., is the new superintendent at Hollister.

★ LEONARD E. WARREN has accepted the superintendency at Greenleaf, Kans.

★ JOHN S. GILLETT is the new superintendent at Kingsville, Tex.

★ JOHN E. GILMORE has accepted the superintendency at Wellsville, N. Y.

★ EDWIN OBENAUER is the new superintendent of schools at Herreid, S. Dak.

★ R. F. HEDEMANN has been elected superintendent at Columbus Junction, Iowa.

★ CHESTER L. WARD, of Yakima, Wash., is the new superintendent at Sumatra, Mont.

★ LAWRENCE W. WINTER has been elected superintendent at Ocheyedan, Iowa.

★ ARNOLD GROSKREUTZ is the new superintendent at Bricelyn, Minn.

★ DALE E. BROCK, of Connersville, Ind., has been elected superintendent at Bloomington, to succeed H. E. Binford.

★ HAROLD L. PEAK, of Moline, Kans., has accepted the superintendency at Dexter.

★ JOSEPH D. BOONE has been elected superintendent at Yorktown, Tex., to succeed A. E. Teltschik.

★ ERNEST H. MUELLER has been elected superintendent at Wyckoff, N. J., to succeed A. F. May.

★ SUPT. NORMAN E. ASH, who is completing his first year at Missouri Valley, Iowa, has been re-elected for a three-year term.

★ SUPT. JACK K. ACREE, of Cartersville, Ga., has been re-elected for another year.

★ CHARLES GOETZ has succeeded Ralph Steffek as superintendent of schools in East Detroit, Mich.

★ LAWRENCE T. MAGEE is the new superintendent at Rivera, Calif.

★ A. J. BREDALL, of New Hampton, Iowa, has accepted the superintendency at Vinton, Iowa.

★ CLIFF EVANS, of Zearing, Iowa, is the new superintendent at Gladbrook.

★ DONALD B. EVANS has been elected superintendent at Lewiston, Minn.

★ GLEN T. GOODWILL, of Monterey, Calif., is the new superintendent at Santa Monica.

★ HARRY D. WISER is the new district superintendent of the Placer Union High School and College, Placer, Calif.

★ SUPT. CARL C. BYERS, of Parma, Ohio, on May 30, was presented with the honorary degree of Doctor of Humanics, by Salem College, Salem, W. Va. The degree was given in recognition of his outstanding work as public speaker, author of administrative and inspirational publications, and active leadership in youth training programs.

★ THOMAS A. MANISON is the new superintendent at Friendswood, Tex., succeeding Harold R. Barnett.

★ H. W. GOODGION, of Mineola, Tex., has accepted the superintendency at Denison.

★ F. DON MACLAY, superintendent of schools of Fairbury, Neb., received the man of the year award from the local rotary club.

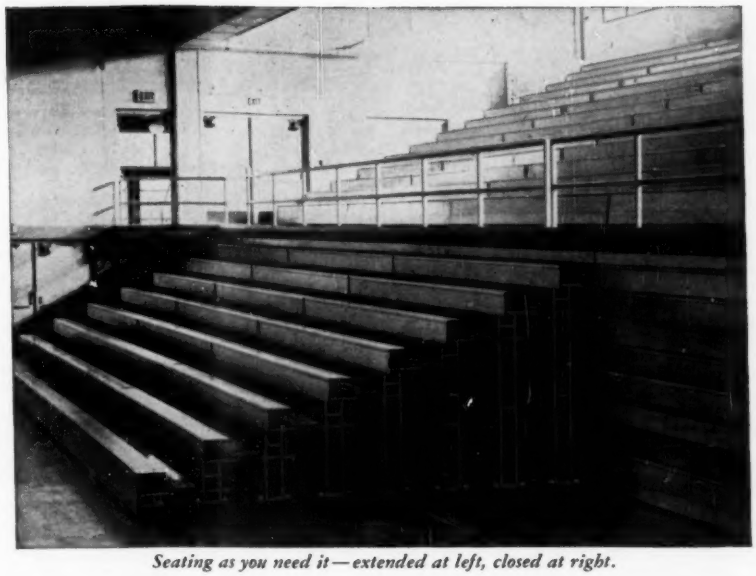
★ WARREN PARKER has been elected president of the board at Lincoln, Neb. GLENN YAUSSI is the vice-president.

JOHN CALLAHAN DIES

John Callahan, State Superintendent of Public Instruction of Wisconsin for 28 years, died May 10 at his home in Madison.

Mr. Callahan, who was 90, had been an educator for 67 years and a pioneer in legislation for rural schools. He began teaching in Pierce County rural schools in 1882, became principal of a Crookston, Minn., school, and then returned to Wisconsin as principal at Glenwood City. He was named superintendent of schools of Menasha in 1901. He advocated reforms in vocational education and in 1918 was made director of the State Vocational Board. In 1921 he ran against P. C. Cary, then superintendent of public instruction and won the election.

As state superintendent, he played a major role in the financing of education, pioneered in improving rural education, and continued to promote vocational education.



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School Administration News

A REVISED ORGANIZATION

Upon recommendation of Supt. Harold S. Vincent, the Milwaukee Board of School Directors is carrying into effect the report of a survey of central staff organization conducted by a committee of professors from the University of Wisconsin.

The new organization will continue the present six departments under which the central office staff is working, but the effectiveness of each will be somewhat expanded and new offices will be created.

The six divisions will be: (1) Division of Curriculum and Instruction; (2) Division of Elementary Schools and Community Relations; (3) Division of Elementary Schools and Personnel; (4) Division of Secondary Schools and Schoolhousing; (5) Division of Special Services; (6) Division of Municipal Recreation and Adult Education.

Each Division will be headed by an assistant superintendent of schools, under whom will work directors of the special activities, supervised and directed by the Division. Thus, the new Office of Administrative Services will be assigned to the Division of Elementary Schools and Personnel. This office will be given general responsibility for the recruitment, assignment, and orientation of classified personnel in the educational division of the schools, for the management of the Central Offices, and for the direction of the substitute teacher program.

A new position of Executive Director will take over a new Office of Research and Budgetary Control, as a part of the Division of Elementary Schools and Community Relations. The office will carry on administrative and physical research and will handle the preliminary preparation and control of the general education budget, etc.

Under the Division of Secondary Schools, a new department with a director will be designated as the Department of Schoolhousing Research. It will carry on all studies concerning schoolhousing needs, sites, projected enrollments, and the planning of new buildings. The director will work with the Educational Department and with the Chief of Construction and Architect in the Business Division of the Schools.

BOARD APPROVES INCREASES

The New York City teachers' hopes for a better break in salary increases were dashed when the board of education voted on May 24 to approve Mayor Wagner's $100–$400 salary increases. The new schedule goes into effect July 1, when the new pay rates were reflected in June–July salary checks distributed on June 2. There were some changes in the schedules proposed. High school principals won their plea for a new $15,000 step in July, 1956, which means an immediate $1,150 increase for most of the academic and vocational principals. The three directors of community education were given an additional increase of $300 each, bringing their salary to $11,550.

Of the total of $21,250,000, $20,694,684 goes to regularly appointed teachers, supervisors, administrators, and others. About $550,000 goes to substitutes, per diem, per session, and per hour employees. Altogether, 39,748 regular employees will benefit from the new increases, with ranges running from a low of $150 per year to a top of $4,350 for the associate superintendent in charge of the Division of Housing. At the bottom in the grouping receiving less than $400, is the largest group of teachers. These include some who will get $350, and others who will be paid $250. Clerks and laboratory assistants get $250 each. In another bracket are 7482 teachers and 11 supervisors who will be paid $400 to $600.

TEACHERS' BASIC SCHEDULE

The board of education of Evansville, Ind., has adopted a salary schedule, to become effective January 1, 1957. The schedule takes into consideration the experience and professional training of the teacher.

The schedule begins at $3,425 and goes to $6,350 in the twentieth year. Teachers holding a bachelor's degree start at $3,700 and go to $5,655 in the eighteenth year; teachers with five years' training and a B.A. degree begin at $3,750 and go to $6,045 in the twentieth year; those holding a master's degree start at $3,800 and go to $6,350 in the twentieth year.

Changes in the schedule of extra pay for extra duties were made in connection with school treasurers, after-school playground directors, and high school intramural directors. For high school playground directors and intramural directors the schedule is on the basis of $75 per annum for each night per week.

WHITE PLAINS SCHEDULE

The board of education of White Plains, N. Y., has adopted a salary schedule for 1955–56, calling for a minimum of $3,800 for a teacher holding a bachelor's degree, to a maximum of $8,600 for one holding a doctor's degree and 21 years' experience.

The schedule begins at $3,800 for a teacher holding a bachelor's degree and goes to $6,800 in the sixteenth year; $3,900 to $7,100 for a teacher with a B.A. and 16 semester hours' training; $4,000 to $7,400 for a teacher with a master's degree; $4,100 to $7,700 for a teacher with a master's degree and 16 semester hours' training; $4,200 to $8,000 for one holding an M.A. degree and one year's training; $4,300 to $8,300 for a teacher with a doctor's degree less project; and $4,400 to $8,600 for a teacher with a doctor's degree.

The range of principals' salaries is $10,550 to $13,000 for the senior high school; $9,000 to $11,500 for the junior high school; and $7,575 to $10,500 for the elementary school.

ILLINOIS CITIZENS COMMITTEE

A state-wide citizens committee has been set up to deal with school problems. The committee which is headed by Vernon L. Heath, of Robinson, represents all areas and educational interests of the state and is intended to serve in consultant and advisory capacities.

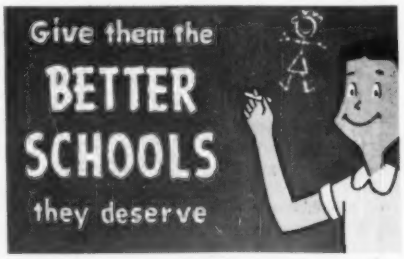
Set up on a six-year continuing basis, the Committee serves as a clearinghouse for citizens with ideas for improving schools, developing better public understanding of school problems, and widening of public interest in school problems.

Serving as advisers to the membership committee are Mr. Heath, Mrs. James Mason, Chicago, and Prof. H. M. Hamlin, of the University of Illinois, Champaign. Mrs. Leon Lamet, Warsaw, acts as chairman.

NONSCHOOL ACTIVITIES

The board of education of Torrance, Calif., has reported that approximately 130,000 people are using the school facilities for nonschool activities during 1955–56. The school buildings, meeting places, and grounds are being used by these groups for a total of more than 7000 hours, mostly in the evenings.

The estimated cost of operating and maintaining the facilities for nonschool activities is in excess of $15,000 annually. It is a policy of the board to make school facilities available to the community during nonschool hours, wherever it does not interfere with the educational program.



THANKS BOARD

Supt. Samuel E. Fleming, upon retiring from the Seattle, Wash., schools, wrote the following statement:

"The greatest debt I owe is to that small group of citizens who as board members have given of themselves through fair and stormy weather to guide the schools in conformity with the best interests of Seattle's children and youth. Their rewards have been greatly measured by permanent gains in citizenship, gains which warm the heart even though they may not improve the bank account. These men and women constitute the nobility of our times."

EDUCATIONAL TELEVISION

With an ever increasing number of schools establishing educational television programs, talent has become a problem for educators. It's not that there isn't enough talent, but that the performers are being drawn from the academic ranks. Again there is need for a study of the compensation for performers in this work.

Apparently, faculty members are not compensated for their work in terms of time or money. When it is impossible to readjust or reduce the teaching loads, faculty members are paid by their schools for appearances on programs. This pay is over and above the regular salaries.

Only two television stations report that teachers appearing on their stations receive no extra pay nor have their work reduced for performing, though their schools sometimes supply substitutes so that they can work in the TV studios.

The Ford Foundation has announced a program of grants to colleges and universities to help support the released time of faculty members for broadcasting in educational stations. TV stations are urged to apply for grants of $37,500 for a three-year period, the money to be spent for supporting the released time of faculty members on TV programs.

DALLAS BUILDING NEEDS

The Dallas, Tex., board of education announced that during 1956 schools valued at $3,000,000 will be built in the growing suburban area of Oak Cliff. Two elementary schools in this area are almost completed now, while four new schools will be built during the year. A spacious junior high school, the Oliver Wendell Holmes School, will be completed this fall.

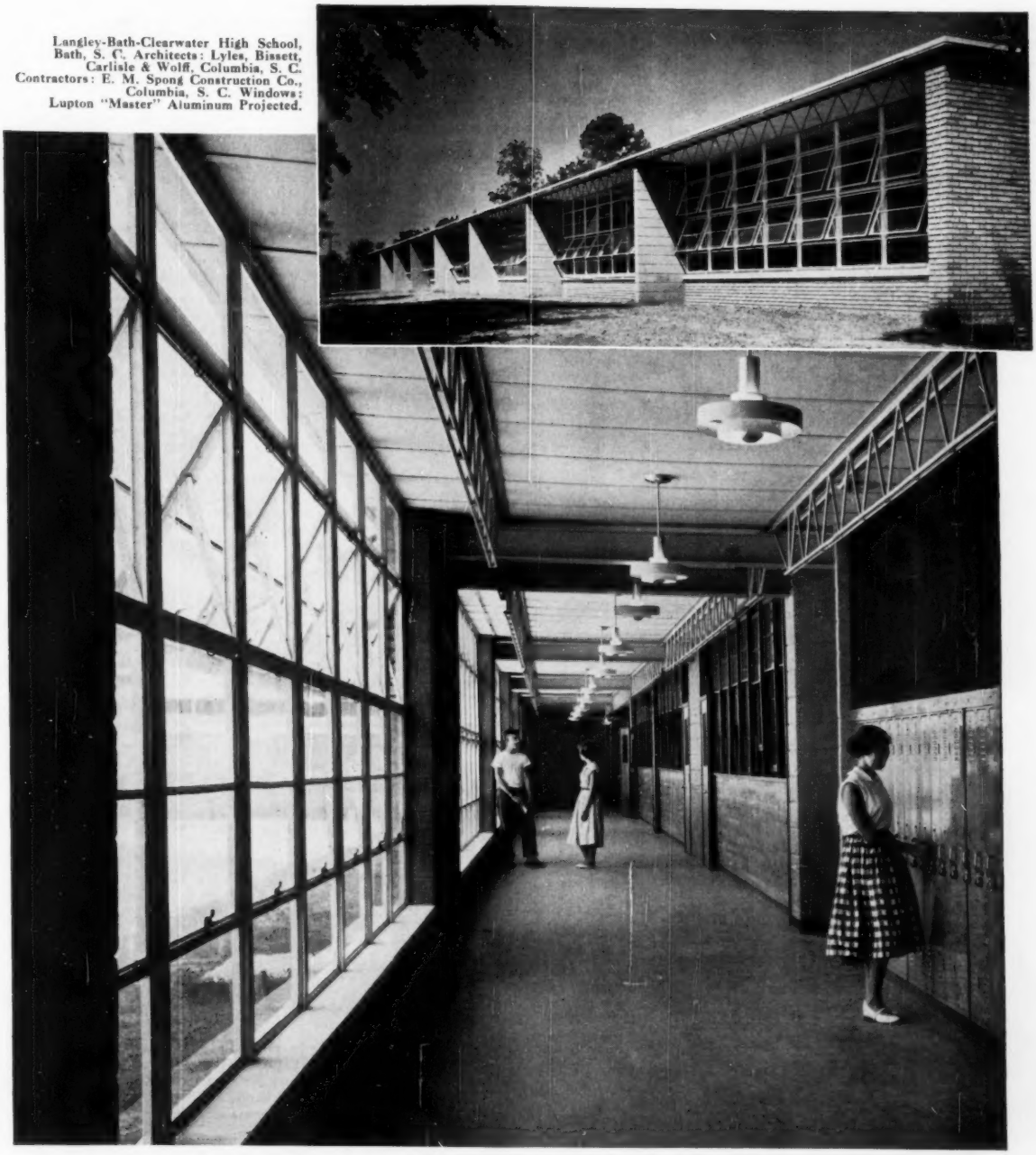
A bond issue of at least $30,000,000 has been proposed for late fall to pay for long-range building plans. Three new senior high schools are estimated to be needed during the next five to eight years. Dallas will then have 16 senior high schools.

HONOR BOARD PRESIDENT

George O. Davenport, chairman of the board of education of Harrisburg township high school, Harrisburg, Ill., was honored on April 17 following the completion of 45 years' service on the board, 31 years of which were spent as chairman.

The board adopted a resolution commending Mr. Davenport for his long and successful period of service on the board, and for his contribution to the life of the community and to the thousands of young men and women who have attended the high school.

Langley-Bath-Clearwater High School, Bath, S. C. Architects: Lyles, Bissett, Carlisle & Wolff, Columbia, S. C. Contractors: E. M. Spong Construction Co., Columbia, S. C. Windows: Lupton "Master" Aluminum Projected.



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NEW BOOKS

The School Committee

A Guide for Better Understanding. Prepared by a committee, headed by Mrs. Hazel Johnson. Paper, 24 pp. New England School Development Council, 20 Oxford St., Cambridge 38, Mass.

This publication, the result of the co-operative efforts of the Massachusetts Association of School Committees and the New England School Development Council, seeks to outline the responsibilities and powers of school board members. It tells where policy-making ends and administration begins, offers a plan for orienting the new member, seeks to develop good public and personal relations, outlines policies for the hiring of school personnel, sets up objectives for a salary increase policy, and establishes procedures for handling personnel grievances. Emphasizes more than any similar statement the faith and confidence which schoolmen feel board members must have in the professional staff.

Off to a Good Start: Teacher Orientation

Paper, 24 pp., 50 cents. American Association of School Administrators, Washington 6, D. C.

Addressed to teachers, school boards, and school executives, this booklet outlines points that will help orient the new teacher in the community and in the school.

Long-Range School Building Program

Report of a Basic Survey, Rockford, Ill. Paper, 113 pp. Engelhardt, Engelhardt and Leggett, 221 West 57th St., New York 19, N. Y.

This initial report of a 3-year continuing survey of Rockford, Ill., views the needs for school buildings in the "fringe" areas. Inadequacies in the existing school plant are traced to the backlog of obsolescence and an anticipated increase in enrollments. The recommendations call for four additional senior high schools during the period from 1956 to 1962–65, four additional junior high schools by 1960, the erection of six additional elementary schools by 1959–62, and the replacement of modification of older elementary schools as population trends and building conditions require. The cost of the first phase of the program is set at $15,700,000.

State Government Finances in 1955

Prepared by Allen D. Manvel, of the Bureau of the Census. Paper, 65 pp., 40 cents. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

The report shows that in the fiscal year 1955, the revenue of state governments from all sources totaled $19,667 million, and state expenditures were $20,357 million. Education accounted for a larger fraction of state spending than any other function. In 1955, the states spent $5,066 million for education, or 8.8 per cent more than in 1954. A major portion of this is in the form of fiscal aid to local governments for the support of public schools — $3,150 million in 1955.

School Needs and a Long-Range Solution

Spackenkill School Dist., Poughkeepsie, N. Y. Paper, 20 pp. Engelhardt, Engelhardt and Leggett, 221 West 57th St., New York 19, N. Y.

In the small Spackenkill district, the problem of schoolhousing has been intensified by an increase of 71 per cent in kindergarten through grade 12. By 1960–61, it is anticipated that the enrollment will be 139 per cent higher.

It is recommended that planning begin at once on a high school for 450 students, that new elementary schools be planned provided the high rate of integration continues. It is believed that adequate buildings of fire-resistive construction can be built within the present budget.

Financial Implications of Centralization

Four Districts in Brookhaven Township, New York. Paper, 30 pp. Engelhardt, Engelhardt and Leggett, 221 West 57th St., New York 19, N. Y.

This survey of East Patchogue, Bellport, Brookhaven, and South Haven on Long Island outlines the economic and educational advantages of a sound centralization plan. The recommendations call for a junior high school building in 1956–57, a senior high school in 1960–61, an elementary school in 1956–57, an elementary school in 1958–59, and another in 1959–60.

Boardmanship

A guide for the school board member. By a commitee headed by Maynard Bemis. Cloth, 127 pp., $3. Stanford University Press, Stanford, Calif.

This book, prepared by a group including representatives of the C.P.E.A., the California School Board Members Association, and the School of Education of Stanford University, outlines in six chapters, the character of the trusteeship of members of school boards; what they should do; what special functions they have to perform; how they may work efficiently with the professional executives of the schools; how their powers and responsibilities are defined by state school laws; and how they must meet special duties at specific dates in the year. The book is strongly influenced by California laws and procedures, and should be found practical for the in-service training of California school board members.

State School Systems

Circular 475, May, 1956. U. S. Office of Education, Washington 6, D. C.

Among the useful services of the Office of Education are the statistical circulars published as advance reports and prepared by Dr. L. D. Herlihy. The present publication provides dependable statistics for the year 1953–54, including data on the teaching and supervisory staffs, the pupil enrollment, and the expenditures for teaching and other services.

The report shows that for all communities above 10,000 the average per pupil cost was $286.01; for communities of 100,000 population and upward, $302.15; for communities of 25,000 to 100,000 population, $277.37; for towns of 10,000 to 25,000 population the average was $259.79. The average increase over 1951–52 was 9 per cent per pupil.

Study Is Hard Work

By William H. Armstrong. Cloth, 167 pp., $2. Harper & Brothers, New York 16, N. Y.

Addressed to high school seniors and beginning college students, the motivation and the techniques outlined in this clever text are broad, intensely practical, and thorough.

The State and Publicly-Supported Libraries

By Fred F. Beach. Paper, 85 pp., 55 cents. Superintendent of Documents, Government Printing Office, Washington 6, D. C.

A report of a study of libraries, their structure and control at the state level. Chapter III, devoted to school, college, and university libraries, takes up the common school system and school libraries, and the responsibilities of state departments of education.

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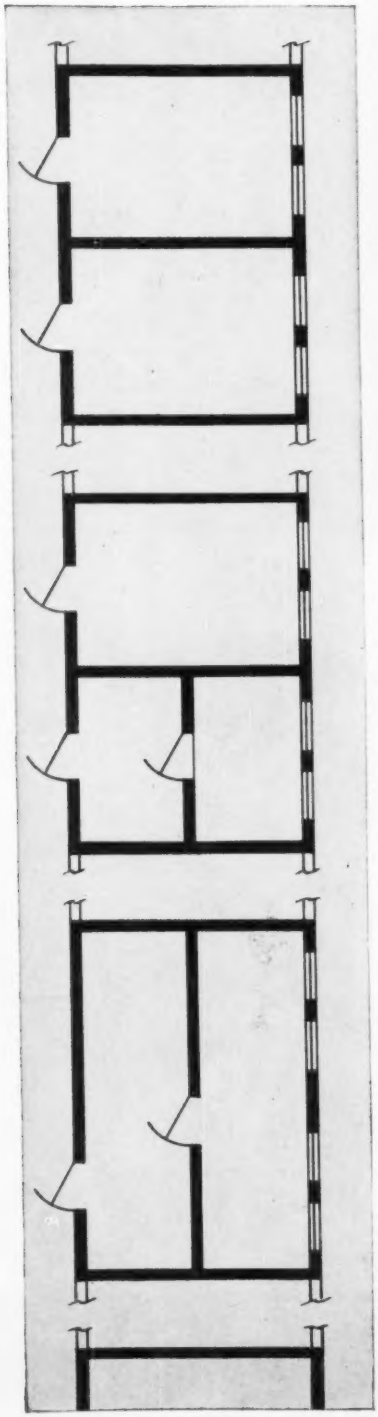

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SCHOOL FINANCE AND TAXATION

SCHOOL BOND SALES

During the month of April, 1956, permanent school bonds for school construction were sold in the amount of $138,113,760. The largest sales were made in:

New York	$18,986,500	Oklahoma	$ 8,062,730
Pennsylvania	15,959,000	Texas	8,030,400
Ohio	15,876,500	California	6,776,000
Michigan	14,506,000	Illinois	6,378,800
Wisconsin	8,300,000	Minnesota	5,818,000

As of May 24, 1956, the average yield of 20 bonds was 2.65 per cent.

SCHOOL CONSTRUCTION

During the month of May, 1956, contracts were let in 11 western states for 83 school buildings to cost $25,682,779. Additional projects, numbering 141 schools, were reported in preliminary stages, to cost $125,778,939.

During the month of May, 1956, contracts were let in 37 states east of the Rocky Mountains for the erection of 809 school buildings at a total contract valuation of $201,500,000.

NATIONAL STATISTICS OF IMPORTANCE TO SCHOOLS*

Item	Date	Latest Figure	Previous Mo.
School Building Construction[1]	May, 1956	$201,500,000	$202,896,000
School Building Construction[2]	May, 1956	$ 25,682,779	$ 26,327,128
Total School Bond Sales[3]	Apr., 1956	$138,113,760	$208,700,628
Latest Price, Twenty Bonds[3]	May 24, 1956	2.65%	2.72%
New Construction Expenditures[4]	Apr., 1956	$245,000,000	$234,000,000
Construction Cost Index[5]	May, 1956	631	628
Educational Building, Valuation[4]	Feb., 1956	$110,800,000	$107,900,000
Wholesale Price Index[6]	June 5, 1956	114.2	114.4
U. S. Consumer's Prices[6]	March, 1956	114.7	114.6
Population of the U. S.[7]	Mar. 1, 1956	167,181,000	166,738,000

*Compiled June 6, 1956.
[1]Dodge figure for 37 states east of Rocky Mts.
[2]11 states west of Rocky Mts.
[3]Bond Buyer.
[4]Joint estimate, Depts. of Commerce and Labor.
[5]American Appraisal Co., Milwaukee.
[6]U. S. Dept. of Labor.
[7]U. S. Dept. of Commerce.

SCHOOL BUDGETS

★ Carlsbad, N. Mex. The 1956–57 budget of the combined units of Eddy County, Carlsbad, Artesia, and Loving calls for $3,645,301.

★ Seattle, Wash. The school board has approved a preliminary budget of $26,835,088 for 1956–57.

★ Longview, Wash. The school board has approved a budget of $3,752,050 for 1956–57.

★ The Fairfax County school board has adopted a budget of $11,994,388 for 1956–57.

★ The Knox County board of Knoxville, Tenn., has adopted a budget of $5,019,991 for 1956, an increase of $1,025,207 over 1955.

★ St. Paul, Minn. Adopted $13,137,581, an increase of $133,143.

★ Chesterfield County, Va., approved $12,330,371, an increase of $4,702,168.

★ Davidson County, Tenn., board adopted $8,290,763, an increase of $851,549.

★ Lower Merion township board, Ardmore, Pa., adopted $10,933,338, an increase of $2,229,945.

SCHOOL BONDS

★ Opelousas, La. The St. Landry voters have approved a $4,500,000 bond issue for school construction purposes. The 2-mill maintenance tax for schools was retained.

★ Philadelphia, Pa. A $12,000,000 bond issue has been sold by the school district. It will continue the financing of a multi-million-dollar building program. The average interest rate was 2.87776 per cent, and the total net interest cost will be $4,661,977.

★ Ventura, Calif. High school district voters approved a $9.5 million bond issue for a school expansion program.

★ Fort Worth, Tex. Voters approved a $20 million bond issue for school construction purposes. The proceeds will be used to construct 720 classrooms, of which 424 will be additions to existing facilities, and 296 will be replacements for temporary classrooms.

★ Omaha, Neb. A $20 million school bond issue has been sold by the school board at a bid of 100.005, and a net cost to the district of 2.2828 per cent.

NEW TAX PROGRAM

The independent school district of Mineola, Tex., has come a long way in the past three years in its efforts toward improving the physical facilities of the schools. Taxes have been raised three times in as many years, and a tax-equalization program doubled taxable values. A school building program intended to help in a poorly financed district, is at present nearing completion.

Informed Boards Serve Schools Best

It's a fact witnessed by more than 14,000 school board members who read the *Journal* month after month. Informed school boards understand school problems better, are better qualified to make the important decisions that affect more than 30 million public school children of America.

If your school board is not reading the *Journal*, put it into their hands right now and watch how understanding combines with co-operation to solve school administrative problems.

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When A Fire Starts It Spreads Unless . . .

walls, ceilings and other partitions are constructed of proven fireproof materials. Many schools ravaged by fire might have been saved if the flames had been contained **only a few minutes longer!** Underwriters Laboratories tests fully demonstrated that standard walls and ceilings of metal lath and gypsum plaster (both non-combustible) will restrain fire of up to 1800 degree intensity for **a minimum of one full hour.** Those sixty minutes could mean the difference between life and death for the children in your classrooms.

GENUINE LATH AND PLASTER is FIREPROOF!

Actual tests under U. S. Government supervision proved that thin, two-inch solid metal lath and gypsum plaster partitions will remain intact as barriers to even the most severe blaze for upwards of four hours.

Conscientious school officials know all too well that within one year from the moment you read this twenty or more children will burn to death and thousands more will have been injured by school fires in the U.S. That's why informed school board members and administrators give our children the security they deserve by specifying genuine lath and plaster interiors on all new buildings.

Write for our free booklet entitled
"CHILDREN AREN'T FIREPROOF"

KNOCK ON THE WALL
to be sure it is
GENUINE Lath and PLASTER

Southern California Plastering Institute
315 WEST NINTH STREET LOS ANGELES 15

From "ABACUS" To "ZOO BIRDS"

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A truly **ADJUSTABLE** Typewriter Table with ALL the Features you've been looking for! . . .

- **STURDY** DOES NOT VIBRATE
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Bookkeeping Table

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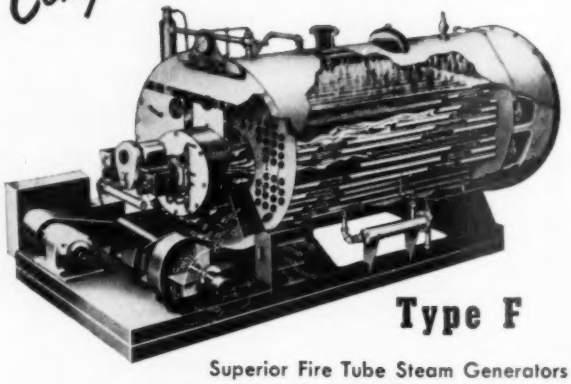

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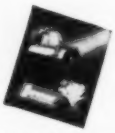
Superior Fire Tube Steam Generators are completely factory assembled and tested. Capacities range from 20 to 600 b.h.p. for steam or hot water heating and for industrial applications requiring pressures to 250 p.s.i. Built-in induced draft and full 5 sq. ft. of heating surface per b.h.p. provides efficient operation firing oil, gas or both.



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SUPERIOR COMBUSTION INDUSTRIES INC. TIMES TOWER, TIMES SQUARE, NEW YORK 36, N.Y.

SUPERIOR STEAM GENERATORS

EXECUTIVE SECRETARY

(Concluded from page 8)

Education as one of the 12 organizational representatives comprising this three-year Commission, Bill made a distinct contribution and gained a broad insight into nationwide aspects of secondary education.

Then in the spring of 1955 Mr. Shannon was asked by the President's Committee for the White House Conference on Education to become its field representative for the ten southeastern states. The Morristown board granted him a nine months' leave of absence for this service during which Bill reports that "I met the school board leaders in all ten of these states and know most of them well." During the White House Conference itself in November of last year, it was Bill's responsibility to prepare all instructions for participants and group chairmen and to handle services to the 1118 chairmen who functioned at the Conference. Just after he had accepted the assignment from the White House Conference Committee, Mr. Shannon received a two-year appointment from the government to direct a Teacher Training School in Ethiopia, an appointment which under the circumstances he declined but which indicates the regard in which his abilities are held in high places.

Community Services

In meeting the responsibilities of the positions he has held, Bill has had considerable experience as a writer and a speaker at community meetings, school commencements, state and national conferences, and the like. In 1950 he prepared one chapter in the *Yearbook* of the NEA Department of Rural Education. He served as cochairman with Dr. Eugene Lawler of Florida State University in directing a three-year study of "School Board Leadership" initiated by the Southern States Work Conference at Daytona Beach, Fla., 1951–54, and helped to prepare the final printed report of this study. These experiences have all served as excellent preparation for the broader responsibilities and opportunities offered by his position with the National School Boards Association.

Outlook to the Future

Our sincerest best wishes and pledges of support are extended to W. A. Shannon as he takes over his new duties. Asked about his hopes, ambitions, and plans for the N.S.B.A., Bill expressed himself as follows:

"The National School Boards Association is potentially the strongest force for public education in America. It has developed greatly during the last decade and with its very fine officers and directors and the co-operation of the other splendid national organizations dedicated to the cause of public education we hope to see it gain strength and momentum as the years pass. I have long had the 'team' concept for getting a job completed, and I feel that this position carries great responsibilities as well as unusual opportunities for service. I look forward to it as a real challenge, and hope to make a place for myself in the minds and hearts of the 300,000 school board members of the nation, and with their full understanding and assistance."

A LETTER OF RESIGNATION

A Midwest superintendent of schools recently submitted to the members of his board of education a letter of resignation, of which the following paragraphs are the essential statements:

This is to advise the board of education that I will no longer by interested in the position of superintendent of schools at the close of my contract. This decision is arrived at not unmindful of the support of the board, the loyalty of our excellent faculty, and the many kindnesses of the good people of this community.

The importance of selecting the best possible candidate for superintendent is well known to you, and when such a person has proved his integrity he should receive the confidence of the board of education, so that all departments work in harmony for the best interests of the schools.

As you know, I believe firmly in the fundamental Christian principles which were basic in the founding of our nation and so important to the functioning of a democracy. I believe therefore that not only should the school offer a high level of intellectual attainment, but by precept and example our youth should have the advantage of good moral standards.

Canton Union School District [Illinois] is sound financially, well staffed, and its physical facilities in good repair. The Kietzman family have a high regard for the community of Canton, and a desire that its schools continue to be even a stronger force in the development of its boys and girls. . . .

BEN KIETZMAN

FILM STRIP AVAILABLE

The 1956 School Building Filmstrip, containing floor plans and photographs of recently completed schoolhouses, has just been made available by the American Association of School Administrators, Washington 6, D. C. The film strip represents the building plans exhibited at the 1956 convention of the Association and is available at $6 per copy.

TOUGH
STEEL TUBING
MAKES Griggs
Airliner
Stronger... Lighter
Longer Lasting

Rugged tubular steel, adds strength to your furniture while keeping the weight down. All Airliner frames are welded to give firm, lasting rigidity to every seat and desk.

Shown is the brand-new Griggs Airliner No. 785-A Study Top Desk.

GRIGGS Equipment, Inc., Belton, Texas

MANUFACTURERS OF SCHOOL, CHURCH, AND THEATRE SEATING

News of Products for the Schools

STUDY TOP DESK

The new tubular-steel desk, model 770, recently introduced by the Griggs Equipment Co., Belton, Tex., features a roomy 18 by 33-inch desk top of hardwood plywood or plastic. It also provides ample book storage space, having two steel book compartments,

Tubular Steel Desk

11 inches wide attached to the side of the desk. The cross supports of its heavy-gauge tubular steel frame give rigid support without interfering with leg room. It is available in 11 sizes from 20 to 30 inches in height. Metal finishes of coral, sage green, dove gray, beige, or ocean blue may be blended with natural wood.

(For Further Details Circle Index Code 072)

YEAR-ROUND AIR CONDITIONER

American Air Filter Co., Louisville 8, Ky., has introduced a year-round air conditioner designed specifically for schoolrooms throughout the northern and central parts of the country. This new unit, called the HerNel Cool was developed to fill demands resulting directly from increased school enrollments, and rapid growth of 11-month, four-quarter, and summer school programs in both high schools and universities. It operates like traditional classroom unit ventilators during winter, early spring, and late fall months. When outdoor temperatures rise above the desired classroom comfort level, chilled water is introduced into the unit and the proportion of outside air is reduced.

Operation cost for the HerNel-Cool unit is more economical than for the conventional air-conditioning systems because its basic design permits introducing up to 100 per cent of the desired ventilation air from outdoors.

(For Further Details Circle Index Code 073)

RED MAHOGANY GYMSTANDS

Wayne Iron Works, Wayne, Pa., recently introduced rolling gymstands constructed of rich, red Philippine mahogany. The close, fine grain and warm color of this wood is well suited to modern gymnasium color schemes. The wood is exceptionally hard and durable, too, resisting splintering and surface damage. Even after years of hard service the seating will retain its original usefulness.

(For Further Details Circle Index Code 074)

RECORDED SPEECH AUDIOMETER

Recorded speech and pure tone hearing test methods have been incorporated into an audiometer manufactured by Qualitone Co., Minneapolis 10, Minn. While pure tone testing has been widely used for years, using recorded speech has been largely confined to use by universities. Combining these two hearing test procedures into one electronic instrument gives a more concise report of the extent of the hearing loss and the ability of the individual to hear and understand speech.

Tests which may be given using the audiometer are pure tone tests which measure over-all hearing loss. These tests also determine whether a loss is of a conductive, nerve, mixed, or psychogenic nature. The speech testing facilities determine the threshold of speech understanding, comfortable level of speech and uncomfortable level of speech.

(For Further Details Circle Index Code 075)

COMPACT CHAIR DESK

A space conserving chair desk with a wide range of spacing adjustments of the desk top for accommodating all sizes of students has been introduced by the Brunswick-Balke-Collender Co., Chicago 5, Ill. This new unit is compact in size but it has increased leg spread from front to rear. Storage space for student's equipment is provided by a book rack welded to the side of the frame. The frame, including the lower portion of the support arm, is of welded construction. The back, seat, and desk portions of the unit are riveted to the frame by a new type of DuPont explosive rivet which provides greater holding power than previously possible. The top can easily be disassembled from the support arm for storage.

(For Further Details Circle Index Code 076)

FOLDING STEEL DOORS

The addition of a new line of folding steel doors for closets, storage-walls, etc., has been announced by Fenestra, Inc., of Detroit, Mich. Constructed of heavy-duty 24 gauge steel the door panels are a full 1 inch deep and incorporate sound-deadening material. Exclusive design and steel construction features prevent jumping off track, assure ample clearance, nonsagging or nonwarping, quiet operation, maximum service-life, and no maintenance.

Available in standard heights of 6 feet 8 inches and 8 feet with widths to meet most requirements the new doors fold back to the jambs giving full-width access to storage areas and conserve floor area. Finishes include prime painted for on-the-job finishing and an attractive factory birch-grain finish.

(For Further Details Circle Index Code 077)

SCHOOL SOUND SYSTEM

A highly flexible three-channel sound network was recently installed by the DuKane Corporation, St. Charles, Ill., at Lane Technical High School, Chicago. Custom designed by Rich Sound Engineers this system serves many functions. With three channels available, the network can be used in three ways simultaneously. A number of classes may hear a special music record played by the console's built-in three-speed phonograph turntable over "Channel A," while several history and civics classes listen to a statesman's radio speech over "Channel B," piped in through the unit's AM-FM tuner. At the same time, other classrooms can be contacted over the intercom channel. Operation of the sound network is centrally controlled from a console unit in the office of the assistant principal.

(For Further Details Circle Index Code 078)

PORTABLE CLASSROOMS

An easy way to meet the problem of overcrowded schools and large shifts in student population has been found. Portable classroom units that can be moved on city streets from one school to another as the need demands have been introduced by Armco Drainage & Metal Products, Inc., Middletown, Ohio. The buildings, of Armco Steelox construction, are 24 feet wide, 36 feet long, and 10 feet high. Built on nine-inch steel channel sills, they can be lifted from their concrete footings and moved with ordinary house-moving equipment. All wiring and plumbing connections center on one spot at the building end so that they can be easily disconnected.

The sidewalks are cast 24 by 24-inch concrete slabs with four reinforcing bars, the ends of two bent to act as lifting hooks. Heat for two classroom units is supplied by a 150,000 B.T.U. boiler and baseboard radiators while the floor is kept warm by a system of one-inch pipe suspended below the asphalt tile floor.

(For Further Details Circle Index Code 079)

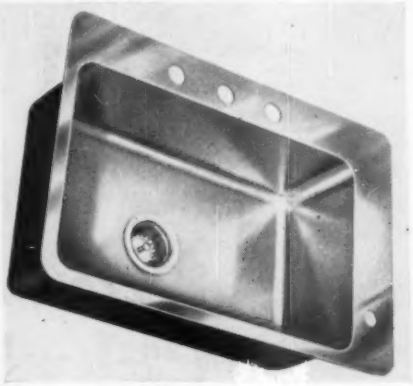
COMFORTABLE FOLDING CHAIR

A folding chair designed for comfort and safety has been introduced by Samsonite, Denver, Colo. It is a chip-resistant baked enamel chair, with a plywood seat made of 5 ply selected hardwoods that are bonded with water resistant adhesive. Arched tubular steel cross braces on the legs provide strength and rigidity and a form fitting back rest with its bottom edge rolled and a concaved center provides posture control.

(For Further Details Circle Index Code 080)

STEEL CLASSROOM SINKS

A new modern line of stainless steel classroom sinks has been introduced by Just Manufacturing Co., Franklin Park, Ill. Made of top quality stainless steel these sinks will not chip or crack and are easy to clean. All interior corners are rounded and flanges and interior surfaces are hand polished to a satin finish. They are ideal for lower grades



Modern Steel Sink

in elementary schools and may serve as drinking fountain and wash-up area after working with paints, clay, and paste. They are also suitable for secondary schools in science rooms, art rooms, home-economics departments, and lunchrooms. Stainless steel crumb cup strainers or chrome plated brass flat strainers are furnished if desired. Special sink sizes and special drain and faucet punchings are available on request.

(For Further Details Circle Index Code 081)

(Concluded on page 64)

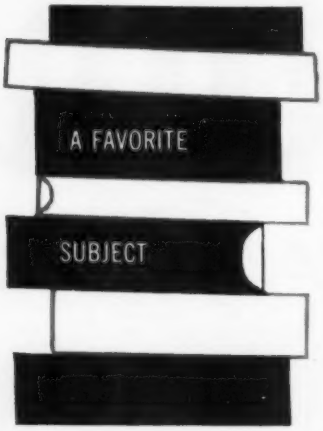
Sexton Quality Foods

The Motorized Hotel Mead
Wisconsin Rapids, Wisconsin

Sanitation—in high style

Paper is "part of the picture" in more and more of the country's better eating places. With increased use, the demand grows for variety, top quality and prompt service—and the huge Sexton stocks meet every need, from supreme elegance to practical utility. Typical of the hundreds of items are Sexton tray covers—rugged to endure extreme usage yet styled to smarten up "rush" service. Their small cost will be more than repaid in the pleasure of your guests. Ask your Sexton salesman about personalized place mats, doilies and cocktail napkins.

JOHN SEXTON & CO., CHICAGO. 1956



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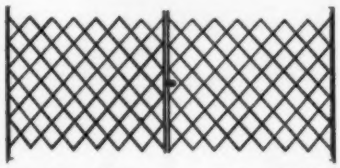


Our No. 600 Lattice Type Folding Gates, furnished for schools throughout the country, which have given excellent satisfaction.

Write for illustrations pertaining to your requirements.

ESTIMATES CHEERFULLY AND PROMPTLY GIVEN.

CINCINNATI IRON FENCE CO., INC.

2109 Florence Ave. Cincinnati 6, Ohio

News of Products . . .

(Concluded from page 62)

SCHOOL UTILITY TRUCK

A sturdy, lightweight utility truck has been introduced by the Paul O. Young Co., Line Lexington, Pa. Designed for school maintenance, this truck features three 18 by 22-inch smooth steel shelves as well as two steel platforms at either side. On the one side is a large capacity detachable canvas bag for the collection of trash and wastepaper. On the

Lightweight Utility Truck

opposite side is provided ample space for a vacuum cleaner or sweeper and pails and buckets. The rear is furnished with steel brackets to hold four brooms or mops. Beneath the rear broom holder bracket a two bushel capacity khaki fire-retardant bag can be attached for use as an auxiliary trash bag. The top is recessed to provide a 2 inch deep large supply tray where brushes, dust clothes, cleansers, waxes, and polishes can be kept within easy reach.

(For Further Details Circle Index Code 082)

CATALOGS & BOOKLETS

A chart showing the wide range of patterns and colors currently available in vinyl asbestos tile has been prepared by the Asphalt Tile Institute, New York 17, N. Y. Eleven manufacturers of vinyl asbestos tile are listed in the chart which may be obtained free of charge.

(For Further Details Circle Index Code 083)

School planners will find practical and useful information on the planning of home-economics departments in the new brochure SCH-1 Home Arts Equipment just issued by Geneva Modern Kitchens. This brochure completely covers the new Geneva line with specifications, dimensions, suggested plans and cabinet illustrations showing how the flexibility of Geneva kitchens can be adapted to school needs. Copies are free.

(For Further Details Circle Index Code 084)

The largest single gym seat installation in the U. S. is described in a new brochure just issued by the Fred Medart Products Co., St. Louis. The installation at the Yakima Junior-Senior high school, Yakima, Wash., will provide nearly 5000 seats on the playing floor and balcony, using Medart Telescopic gym seats.

(For Further Details Circle Index Code 085)

Up-to-date information on the use of fluorescent and incandescent lighting in gymnasiums or meeting halls is contained in a new booklet, "How to Light a Gymnasium," recently published by Pittsburgh Reflector Co., Pittsburgh, Pa. Charts, diagrams, photographs, and tables are included to illustrate the major points. Copies are available on request.

(For Further Details Circle Index Code 086)

Two bright new catalogs displaying its latest models of school furniture and classroom cabinets have been released by the Brunswick-Balke-Collender Co., Chicago, Ill. The cabinet catalog contains 12 pages of colorful photographs showing the latest multi-colored Brunswick library, wall, work, and storage cabinets. Both catalogs may be obtained on request.

(For Further Details Circle Index Code 087)

The Maple Flooring Manufacturers' Association, Chicago 1, Ill., has issued a technical bulletin concerning the shrinking and swelling of hard maple floors. A complete map of expected changes in the moisture content of wood between January and July is included. This will enable school authorities who have problems of floor expansion or shrinking, especially in large gymnasiums, to properly control their situations. The bulletin makes the very common sense suggestion that proper nailing will eliminate most difficulties.

(For Further Details Circle Index Code 088)

MANUFACTURERS' NEWS

C. G. Conn., Ltd., Elkhart, Ind., band instrument manufacturers have designed a unique sound integrating chamber to facilitate the company's research program in the field of acoustics. The chamber is a direct opposite to a "dead" room where a musician can scarcely hear himself play because the walls absorb virtually all of the sound. It has elliptical walls and ceilings plastered with a mineral called vermiculite so no two areas can bounce sound waves directly back and forth. The chamber will provide data helpful to band instrument designers and band directors.

International Business Corp. recently announced several new building projects to be included in their multimillion dollar West Coast expansion program. A new 13-story office building and data processing center of advanced design will be constructed in Los Angeles, new manufacturing, engineering, and education facilities will be provided at San Jose, and data processing centers will be established in both Portland and Seattle.

Frank J. Pollow, Jr., has been appointed president of **Vestal Laboratories, Inc.,** St. Louis 10, Mo. He succeeds his father, Frank J. Pollow, Sr., founder of the Chemical Specialties Manufacturing Co., who will continue active as chairman of the board.

Frank J. Pollow, Jr.

The new president is chairman of the Industrial Division, Association of American Soap and Glycerine Producers; Past Director of Chemical Specialties Manufacturers Association; and is actively affiliated with the American Chemical Society and the American Association for the Advancement of Science.

What's so unusual about this terrazzo floor?

This terrazzo floor seldom needs scrubbing. It requires only half the wet-moppings you'd expect. It's swept in no time at all. Stains are easily wiped off. And it's not the least bit slippery.

This floor has been sealed with T-Guard, a new no-wax terrazzo seal from Holcomb.

T-Guard actually penetrates terrazzo—fills the thousands of dirt-catching pores—provides a tough, invisible seal that defies dirt and traffic.

It seals so tight that daily dirt stays on the surface, where it is easily whisked away with brush or sweeper. It's a long time between wet-moppings when you seal with T-Guard—and a longer time between scrubbings!

One application of T-Guard will give you months of anti-slip protection, months of terrazzo floor beauty, months of sharply reduced maintenance costs.

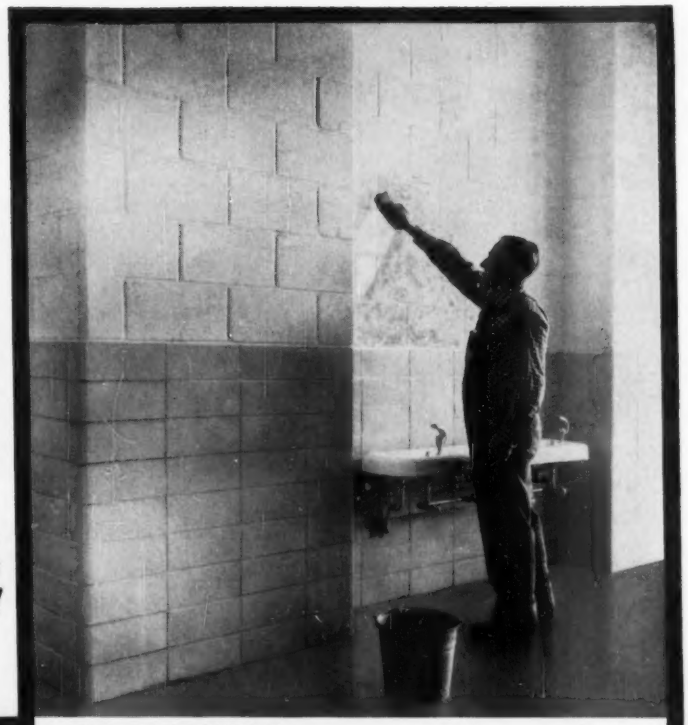
Let a Holcombman demonstrate T-Guard on your floor. He can show you in minutes how to save hours of cleaning time. For the name of your nearest Holcombman, write:

HOLCOMB SCIENTIFIC CLEANING MATERIALS

J. I. Holcomb Mfg. Co., Inc. • 1601 Barth Ave., Indianapolis, Ind.
NEW YORK • DALLAS • LOS ANGELES • TORONTO

How to Stretch Maintenance Dollars

...and Please Board Members, Engineers, Teachers and Taxpayers!



ONE BIG ECONOMY is the scrubbability of Cook's Shadotone. Lowers maintenance time. Dirty finger marks and greasy mars are quickly scrubbed off. Like-new color and finish return. Cook's Shadotone can defer repainting costs for years.

Glare-free, tough and lasting, Cook's Shadotone retains its original color tone years longer. Cook's Color Engineering shows you how to apply Shadotone to help pupil attitudes, study habits and interest.

Cook's Scuff Proof Floor Enamel sets a new high in resistance to the skipping, scuffing traffic of hundreds of little feet. Here is a long-wearing finish that's easy to keep clean — saves hours of maintenance time.

Cook's Masonry Paints provide attractive, durable exteriors at surprisingly low cost. And Cook's maximum resistance to weather-wear means a definite saving in upkeep. Cook's Paints will help you keep maintenance costs lower than ever before.

The right paints can make one of the biggest differences in how far your building maintenance dollars go. That's why, now, so many schools throughout Mid-America are "All-Cook" — from the glare-free Shadotone alkyd enamels on classroom walls to the super-modern paints that add years of life to outside metal.

Cook's Color Engineering Service goes far beyond holding down initial costs. Color selections that help influence behavior and help pupils pay better attention are part of this planning service. This method of color selection and color gradation has been worked out by a team of color specialists and leaders in the field of child psychology.

Before you commit yourself to any plan of painting — protective or decorative or both — why not consult the Cook's Color staff? A note to our office nearest you will bring a color-and-protection engineer to meet your maintenance engineers or your school board for consultation.

Write today for Cook's colorful new brochure, "Color Engineering for Schools." Shows recommended color plans for improved teaching efficiency, easier custodial operation.

COOK'S PAINTS

© 1956 Cook Paint & Varnish Co., Kansas City, Missouri

READER'S SERVICE SECTION

INDEX TO SCHOOL EQUIPMENT

The index and digest of advertisements below will help you obtain free information, catalogs, and product literature from the advertisers and companies listed in the new products section. Merely encircle the code number assigned to each firm in the request form below, clip the form and mail it to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.

Code No.		Page No.
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71	**American Bitumuls & Asphalt Co.** Playground surfacing.	8
72	**American Desk Mfg. Co.** School seating.	64
73	**American Playground Device Company** Playground, swimming pool & dressing room equipment.	56
74	**American Seating Company** School seating.	2
75	**Arlington Seating Company** School seating.	47
76	**Beckley-Cardy Company** School Buyers Guide No. 102 for 1956–57.	60
77	**Brunswick-Balke-Collender Company** School seating.	49
78	**Cincinnati Iron Fence Co., Inc.** Lattice type folding gates.	64
79	**Claridge Products & Equipment, Inc.** Chalkboards and cork bulletins. Write for catalog 56.	52
710	**Cook Paint & Varnish Co.** Paints and varnishes. Send for colorful new brochure.	66
711	**Flynn Mfg. Co., Michael** Metal windows and curtain walls.	55
712	**Garland Company, The** Seal out dirt and stains on wood or concrete floors. Write for folder.	56
713	**Goodyear Tire & Rubber Company** 3-T Cord double-duty road lug.	12
714	**Griggs Equipment, Inc.** School seating.	61
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716	**Hauserman Company, E. F.** Movable interiors. For free brochure use coupon p. 57.	57
717	**Herman Nelson Unit Ventilator Products, American Air Filter Co., Inc.** Cooling, heating & ventilating systems.	6 & 7
718	**Holcomb Mfg. Co., J. I.** Scientific cleaning materials.	65
719	**Horn Brothers Div. Brunswick-Balke-Collender Company** Folding gym seating.	10 & 11
720	**Johnson Service Company** Temperature controls.	15
721	**Kuehne Manufacturing Co.** School seating.	13
722	**Libbey-Owens-Ford Glass Company** Daylight walls. For booklet M-12 use coupon p. 14.	14
723	**Maple Flooring Manufacturers Assn.** Northern hard maple beech and birch.	9
724	**Medart Products, Inc., Fred** Telescopic gym seats.	3rd cover
725	**Mississippi Glass Company** Translucent, light diffusing glass.	4

(Continued on next page)

BLACKBOARDS

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No paint or sanding machines used. 25 year Guarantee by Acme or your own men. FREE ESTIMATE.

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THE AMERICAN SCHOOL BOARD JOURNAL July, 1956
400 North Broadway, Milwaukee 1, Wis.

Please ask the manufacturers, whose code numbers I have encircled, to send me free information, catalogs or product literature as mentioned in this issue of the JOURNAL.

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Also information on .....

Name .....
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Title ..... **School** .....

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For Your Product Information Request

The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip, and mail the "postage paid" card. Your request will receive prompt attention. BRUCE — MILWAUKEE.

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Chalkrobes* Corkrobe*
Wallmounts*
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—combination wardrobe racks and chalkboard
Corkrobe
—combination wardrobe rack and corkboard
Provide completely flexible wardrobe system that permits and efficiently adapts to, fits any (temporary or permanent) school layout. Saves space, answers the wraps problem, provides readily moveable screens and room dividers "chalk boards" and "cork boards" always needed in schools. Shelves adjust to heights for every age group. Provide efficient use of any available space.
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Wallmount* WARDROBE RACKS
Come in 3'-2" and 4'-2" lengths. Mount directly on any wall on permanently mounted brackets. Shelves independently adjustable for height—accommodate any age group—interlocked to make continuous racks of any length—fit in any available space. Hold 4 coat hangers or 6 coat hooks per running foot. Matching off-floor shelf for overshoes.
Write for Bulletin SL-206
VOGEL-PETERSON CO.
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THE AMERICAN SCHOOL BOARD JOURNAL

P. O. Box No. 2068

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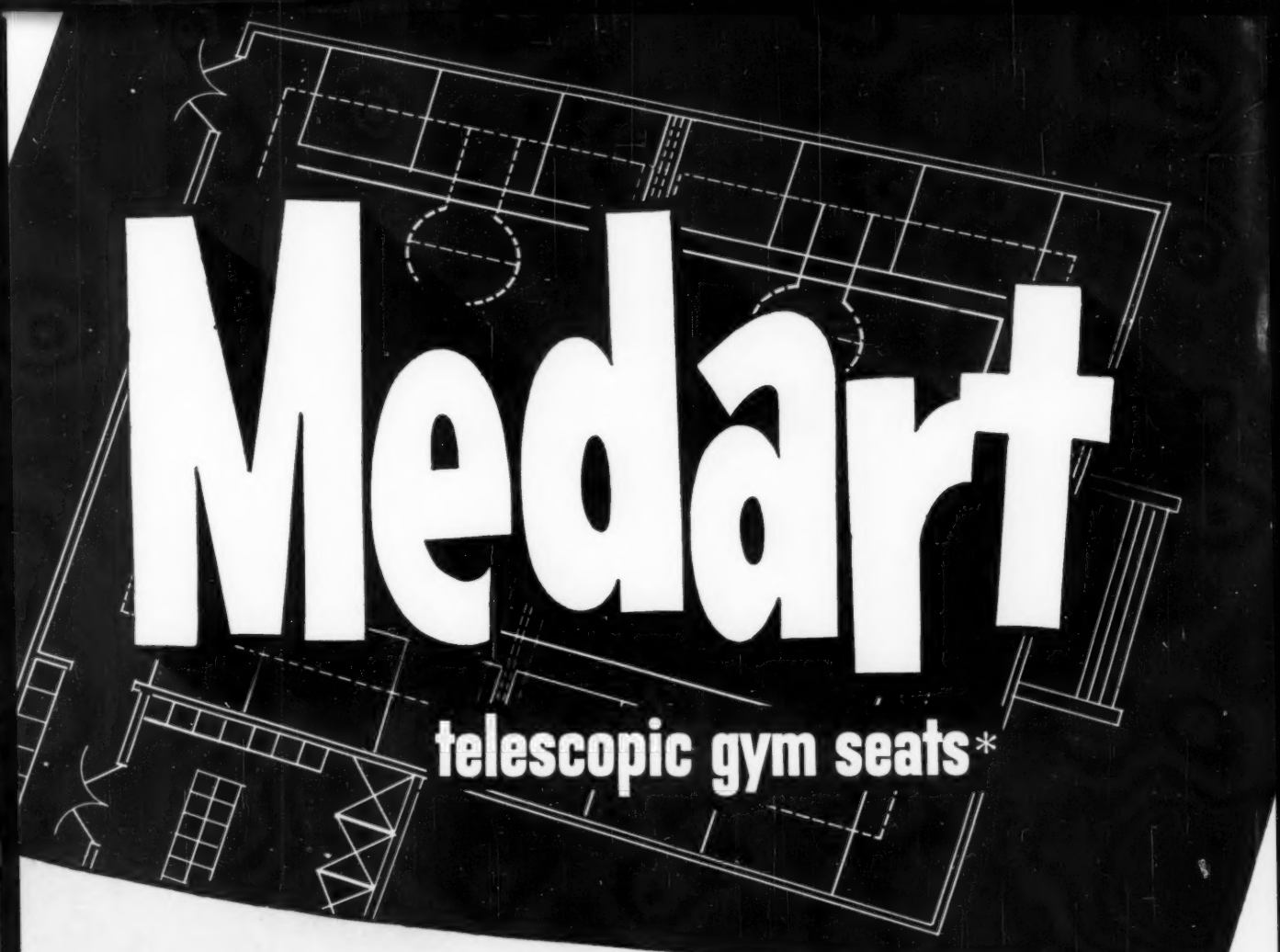

Medart

telescopic gym seats*

better gymnasiums deserve better seating

MORE SAFETY—Four double *vertical* uprights per row put the spectator load directly on the floor, not the casters or walls.

MORE STRENGTH—Self-supporting, free-standing steel understructure does not depend on wood members for strength.

MORE ROOM—22″ or 24″ row depths, plus under-seat clearance provides more toe, heel and leg room.

MORE VISIBILITY—10½″ or 11½″ row rise makes seeing easier.

LESS EFFORT—Free-floating, interlocked roller housings and supports under seats make Medart Seats easiest of all to open and close.

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SPECIFY the best, then INSIST on it!

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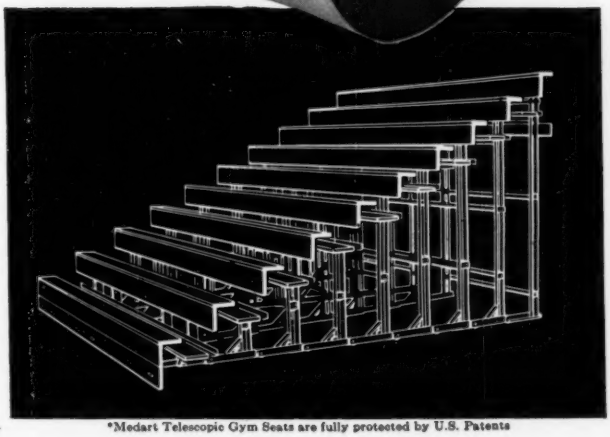
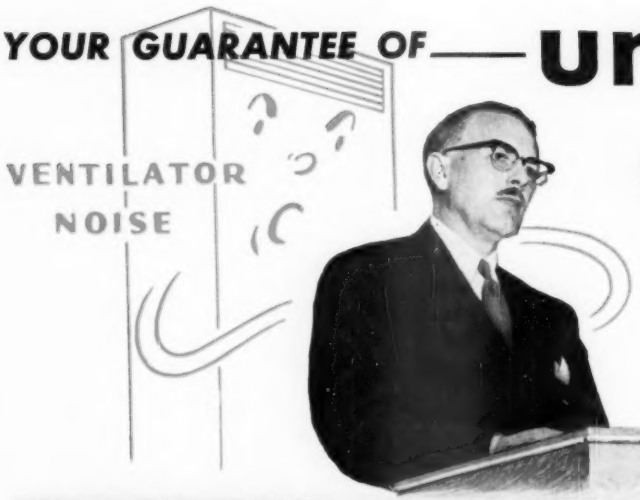
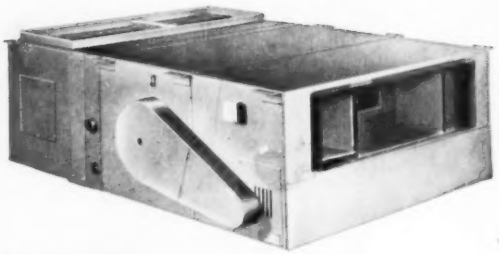


*Medart Telescopic Gym Seats are fully protected by U.S. Patents

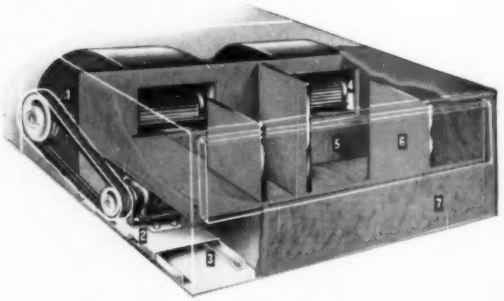
YOUR GUARANTEE OF—— undivided attention

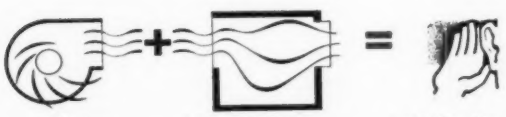


is sometimes the elimination of only 10 annoying decibels of interfering sound



Nesbitt Thermovents are available for vertical, horizontal, and inverted mounting





FEATURES CONTRIBUTING TO SOUND REDUCTION

1. Self-aligning, sleeve-type fan shaft bearings.
2. Two-speed, sleeve-bearing motor insulated by a resilient mounting.
3. Ventilated compartment isolates the motor from the air stream.
4. Large diameter, forward-curved fans, operating at low tip speed.
5. Large plenum chamber lets air from fans expand, reduces sound.
6. Baffle plates in the plenum, are covered with 1-inch glass fibre.
7. Lining of 1-inch bonded glass fibre over entire inside of plenum. The plenum and its lining reduce noise level at least 11 decibels.

How much are 10 decibels worth?

When an auditorium is plagued by a high level of air and mechanical noise from the ventilating equipment, it would be worth—and it would cost—thousands of dollars to reduce the interference by as much as ten decibels. But a reduction of 10 to 15 decibels in the noise level can be assured by the investment of only a few extra dollars made at the *right time*: when the mechanical equipment is selected!

Nesbitt makes a full line of heating and ventilating units for assembly places requiring high-capacity, high-volume operation—a demand directly opposed to quiet performance. Yet these Nesbitt Series T Thermovents are designed fully to accomplish their rated task with a degree of sound reduction 10 to 15 decibels greater than that of other makes because only Nesbitt offers all these sound-absorbing features.

When you specify Nesbitt Thermovents for your new auditorium you guarantee its thermal comfort — and the attenuation of at least 11 decibels of system noise through the Nesbitt low-speed fans, vibration eliminators, quiet-operating motors, and sound-absorbing plenum and baffles lined with 1-inch glass fibre.

It will pay you to read the whole story; write for a copy of Publication 103.

Nesbitt THERMOVENT

Made and sold by John J. Nesbitt, Inc., Phila. 36, Pa.

Sold also by American Blower Corporation

Offices in principal cities—see telephone directory